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ABSTRACT

Access to some of the latest research findings and developments in Mexican American education is provided in this bibliography. A supplement to 3 previous ERIC/CRESS publications: "Mexican American Education, A Selected Bibliography" (ED 031 352), "Mexican American Education, A Selected Bibliography--Supplement No. 1" (ED 048 961), and "Mexican American Education, A Selected Bibliography (with ERIC Abstracts)--ERIC/CRESS Supplement No. 2" (ED 065 217), the present bibliography contains 221 citations and abstracts which appeared in "Research in Education" from March 1972 through March 1973. Also included are 86 citations which appeared in "Current Index to Journals in Education" from April 1972 through March 1973. Bilingual education and English as a second language are emphasized. Ordering information and subject indexes are included. (NQ)

ED 082881

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(with ERIC Abstracts)

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PREFACE

The Educational Resources Information Center (ERIC) is a federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students, and others in locating and using educational resources.

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A main function of the ERIC system is to process documents other than current journal articles for announcement in Research in Education (RIE), a monthly publication containing abstracts of research, research-related reports, and resource materials in education as input by the various clearinghouses. In addition, ERIC compiles the Current Index to Journals in Education (CIJE), a monthly index which provides citations from more than five hundred major publications: journals, quarterlies, annuals, and yearbooks.

About the Bibliography

The present bibliography was compiled to provide access to some of the latest research findings or developments in Mexican American education. The bibliography is a supplement to three previous ERIC/CRESS publications: Mexican American Education, A Selected Bibliography (ED 031 352); Mexican American Education, A Selected Bibliography. Supplement No. 1 (ED 048 961); and Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 2 (ED 065 217). The previously published bibliographies, in conjunction with the present supplement, comprise a series of bibliographies designed to provide cumulative coverage of Mexican American education throughout the currently available issues of RIE and

CIJE. (It should be noted that microfiche and hard copy prices in the previously published bibliographies do not reflect current ERIC Document Reproduction Service pricing; however, prices given therein may be computed as per the instructions on the order blank appended to the present bibliography.)

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Sources of Material

Research in Education. Part I of the present supplement contains citations and abstracts which have appeared in RIE from the March 1972 issue through the March 1973 issue. RIE contains subject, author, and institution indexes, along with document resumes which include the ERIC accession number, author(s), title source(s), date of publication, ERIC Document Reproduction Service prices or an alternate availability, and the abstract.

For the subject index, two types of descriptive terms are available for RIE, as well as CIJE: descriptors and identifiers. Descriptors are technically meaningful terms or short phrases that have been incorporated into the Thesaurus of ERIC Descriptors. Descriptors are used to characterize the document and for indexing and retrieval purposes. Only major descriptors (those preceded by an asterisk) are used for indexing purposes in this bibliography.

Proper names of persons, geographical locations, trade names, and so on may be important in describing a document. These terms, called identifiers, are not found in the Thesaurus. Identifiers are included with the citations in RIE for descriptive purposes. Major identifiers (those preceded by an asterisk) are not indexed in this bibliography.

When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the subject index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. The reproductions must be ordered as described on the order blank appended to the present bibliographic supplement.

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Current Index to Journals in Education. Part II of this supplement, CIJE coverage, includes citations from CIJE beginning with the April 1972 issue and continuing through the March 1973 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner than are RIE citations. Brief annotations take the place of RIE abstracts. Furthermore, annotations are provided only when it is thought that the article being processed cannot be described adequately by a combination of major and minor descriptors, identifiers, and information in the title. Each journal citation includes the publication date, article title, personal author(s), journal title (sometimes abbreviated), and information on the volume, number, and pages. Please note that there are two CIJE entries per page.

Since CIJE entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

The Subject Index

A combined RIE and CIJE index is provided at the end of the present bibliography to assist the user in locating citations pertaining to a given subject area within the realm of Mexican American education. The index terms, descriptors under which the citations were indexed in RIE or CIJE, are from the Thesaurus of ERIC Descriptors. Only major descriptors (those preceded by an asterisk) are indexed; major identifiers are not indexed in this bibliography.

Each citation in the bibliography is headed by an ERIC accession number. Entries from RIE are assigned an ED number; those from CIJE are assigned an EJ number. In both the RIE and CIJE sections, the citations appear in numerical order according to the accession number. The citations are referenced in the index by the accession number.

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PART I: CITATIONS FROM

RESEARCH IN EDUCATION

ACCESSION NUMBER: ED057120

PUBLICATION DATE: 71

TITLE: FACTORS CONTRIBUTING TO ADJUSTMENT AND ACHIEVEMENT IN RACIALLY DESEGREGATED PUBLIC SCHOOLS; RENEWAL PROPOSAL (1971); ORIGINAL PROPOSAL, JUNE 1, 1967 -- MAY 31, 1972; PROGRESS REPORT, 1968; AND, PROGRESS REPORT, 1969.

PERSONAL AUTHOR: GERARD, HAROLD B.; MILLER, NORMAN

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; BUS TRANSPORTATION; CAUCASIAN STUDENTS; CHANGING ATTITUDES; ELEMENTARY SCHOOL STUDENTS; INTEGRATION EFFECTS; *INTEGRATION METHODS; MEXICAN AMERICANS; NEGRO STUDENTS; PARENT ATTITUDES; PRESCHOOL CHILDREN; *SCHOOL INTEGRATION; *STUDENT ADJUSTMENT; TEACHER ATTITUDES

IDENTIFIER: *CALIFORNIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 297P.

IN 1966, AN INTENSIVE ASSESSMENT OF THE BUSING PROGRAM IN RIVERSIDE, CALIFORNIA, WAS IMPLEMENTED TO ACHIEVE THE COMPLETE DESEGREGATION OF THE SCHOOL DISTRICT. THE SAMPLE CONSISTS OF ALL ELEMENTARY SCHOOL STUDENTS WHO WERE BUSED FROM THE GHETTO SCHOOLS AS WELL AS A SAMPLE OF WHITE CHILDREN IN THE RECEIVING SCHOOLS. THE FIRST MEASUREMENTS WERE TAKEN IN 1966, JUST PRIOR TO THE IMPLEMENTATION OF THE BUSING PROGRAM. THERE WERE ACTUALLY THREE DIFFERENT BUSING DATES. A SOURCE OF BOTH PROBLEMS AND THE OPPORTUNITY FOR MAKING VARIOUS COMPARISONS. THE AVAILABILITY OF SUCH BUILT-IN CONTROLS IS IMPORTANT SINCE A BASIC INGREDIENT FOR A TRUE ASSESSMENT OF DESEGREGATION EFFECTS WAS LACKING: NAMELY, A MATCHED SCHOOL DISTRICT THAT DID NOT DESEGREGATE. POST-MEASUREMENTS WERE TAKEN IN THE SPRING OF 1967, ONE YEAR AFTER THE MAJORITY OF THE CHILDREN HAD BEEN DESEGREGATED, IN THE SPRING OF 1969, AND MOST RECENTLY IN THE SPRING OF 1971. THE APPROACH TAKEN EXAMINES THE CAUSAL NEXUS FOR INDIVIDUAL VARIABILITY WITHIN THE CLASSROOM AND WITHIN THE SCHOOL. IN 1 969, A SAMPLE OF KINDERGARTEN CHILDREN WAS INCLUDED, AND REA SSESSED IN THE MOST RECENT TESTING. IN 1971, AN ADDITIONAL SAMPLE OF KINDERGARTENERS WAS INCLUDED. THE DATA FROM THESE NEW SAMPLES MAKE POSSIBLE THE ASSESSMENT OF THE EFFECTS OF THE RECENT CHANGES IN RACE RELATIONS AND OTHER EVENTS AFFECTING THE COMMUNITY AT LARGE ON THE CHILD'S HOME ENVIRONMENT. (JM)

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ACCESSION NUMBER: ED057123

PUBLICATION DATE: APR 71

TITLE: LEARNING RELEVANCY: PSYCHOLOGICAL ANALYSIS OF AN EXPERIMENTAL PROGRAM FOR POTENTIAL MINORITY YOUTH DROPOUTS.

PERSONAL AUTHOR: THORNBURG, HERSHEL D.; GILLESPIE, MILLFORD E.

DESCRIPTOR: CAUCASIAN STUDENTS; *CHANGING ATTITUDES; DISCIPLINE PROBLEMS; *DROPOUT PREVENTION; *HIGH SCHOOL STUDENTS; HOSTILITY; *LOW ACHIEVERS; MEXICAN AMERICANS; NEGRO STUDENTS; POSITIVE REINFORCEMENT; RELEVANCE (EDUCATION); SELF CONCEPT; STUDENT ATTITUDES; STUDENT PROBLEMS

IDENTIFIER: *ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 15P.; REVISED VERSION OF A PAPER PRESENTED AT THE SOUTH WESTERN PSYCHOLOGICAL ASSOCIATION ANNUAL CONVENTION, SAN ANTONIO, TEXAS, APRIL 1971

INCOMING HIGH SCHOOL FRESHMEN WITH A HISTORY OF LOW ACHIEVEMENT, DISCIPLINE PROBLEMS, AND HOSTILITY TOWARDS SCHOOL AND SOCIETY ARE CHARACTERIZED BY POOR SELF-IMAGE, FRUSTRATION FROM ENCOUNTERING THE REGULAR ACADEMIC PROGRAM, AN ALMOST TOTAL INABILITY TO COMMUNICATE, AND NO EXPECTATION THAT HIGH SCHOOL WILL BRING EDUCATIONAL SUCCESS. THE RESULTING NEED WAS FOR A SPECIAL ACADEMIC PROGRAM THAT WOULD MAKE LEARNING MORE MEANINGFUL, CREATE AN EFFECTIVE CLIMATE CONDUCIVE TO ALTERING NEGATIVE SELF-IMAGE, PROVIDE FOR POSITIVE RATHER THAN AVERSIVE REINFORCEMENT, AND INCREASE EXISTING INTELLECTUAL SKILLS. SUCH A PROGRAM WAS BEGUN IN THE 1968-69 ACADEMIC YEAR AT THE CASA GRANDE, ARIZONA, UNION HIGH SCHOOL. STUDENTS WHO WERE INVOLVED IN THE SPECIAL PROGRAM DURING THE 1968-69 AND 1969-70 ACADEMIC YEARS DIFFERED FROM THEIR PREDECESSORS. ONLY NINE AND ONE-HALF PERCENT DROPPED OUT OF SCHOOL COMPARED TO 20 PERCENT IN PREVIOUS YEARS. ABSENTEEISM AVERAGED ONLY FIVE PERCENT AMONG THESE YOUTH COMPARED TO AN AVERAGE 12 TO 15 PERCENT AMONG COMPARABLE YOUTH. MINIMAL INCREASE IN INTELLECTUAL SKILLS WAS ALSO DEMONSTRATED AS MOST STUDENTS SHOWED A POST-TEST INCREASE ON A TEST DESIGNED TO MEASURE POTENTIALITY IN THE AREAS OF ABSTRACT REASONING, NUMERICAL ABILITY, VERBAL ABILITY, AND LANGUAGE USAGE. (AUTHORS/JM)

ACCESSION NUMBER: ED057653

PUBLICATION DATE: OCT 70

TITLE: LEARNING TO READ IN TWO LANGUAGES: STATEMENTS FROM THE RESEARCH LITERATURE ON READING IN BILINGUAL PROGRAMS.

PERSONAL AUTHOR: HALL, RICHARD

DESCRIPTOR: ACCULTURATION; AFFECTIVE OBJECTIVES; ATTITUDES; BIBLIOGRAPHIES; *BILINGUAL EDUCATION; BILINGUALISM; CULTURAL EDUCATION; *ENGLISH (SECOND LANGUAGE); *LANGUAGE SKILLS; LITERATURE REVIEWS; PUBLIC SCHOOLS; READING DEVELOPMENT; *READING INSTRUCTION; READING PROGRAMS; READING READINESS; *SPANISH SPEAKING

IDENTIFIER: *PHILADELPHIA PUBLIC SCHOOLS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 9P.

THIS COLLECTION OF STATEMENTS DESCRIBES THE RATIONALE AND RESEARCH BEHIND THE BILINGUAL READING EDUCATION PROGRAM IN THE PHILADELPHIA PUBLIC SCHOOLS WHERE STUDENTS ARE LEARNING TO READ IN TWO LANGUAGES. THE NATIVE SPANISH SPEAKERS LEARN TO READ IN SPANISH AND ARE TAUGHT TO READ IN ENGLISH ONLY AFTER HAVING MASTERED THE AURAL-ORAL SKILLS OF UNDERSTANDING AND SPEAKING. STATEMENTS INCLUDE COVER LEARNING TO READ IN THE MOTHER TONGUE, DEGREE OF DIFFICULTY IN LEARNING TO READ IN SPANISH, TRANSFER OF SKILLS, THE PROBLEM OF INTERFERENCE, AFFECTIVE FACTORS IN LEARNING READINESS, AND RESULTS OF THE PHILADELPHIA PROGRAM. A BIBLIOGRAPHY LISTING 22 RELEVANT BOOKS AND ARTICLES PROVIDES THE SOURCES FOR THE STATEMENTS. (VM)

ACCESSION NUMBER: ED057661

PUBLICATION DATE: 71

TITLE: BILINGUAL EDUCATION IN CALIFORNIA.

PERSONAL AUTHOR: LESLEY, TAY

DESCRIPTOR: *BILINGUAL EDUCATION; *BILINGUALISM; COMMUNITY INVOLVEMENT; CURRICULUM; EDUCATIONAL OBJECTIVES; *ENGLISH (SECOND LANGUAGE); FEDERAL AID; INSTRUCTIONAL MATERIALS; *LANGUAGE PROGRAMS; MASTERS THESES; *MEXICAN AMERICANS; MINORITY GROUPS; PARENT PARTICIPATION; SPANISH SPEAKING; TABLES (DATA); TEACHER EDUCATION; TEACHER QUALIFICATIONS; TEACHERS; TEACHING METHODS

IDENTIFIER: *CALIFORNIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 132P.; MASTER'S THESIS, UNIVERSITY OF CALIFORNIA, LOS ANGELES

THIS STUDY INVESTIGATES THE DEVELOPMENT OF BILINGUAL EDUCATION IN CALIFORNIA ALONG WITH THE IMPACT OF FEDERAL LEGISLATION AND SEEKS TO EVOLVE A DESCRIPTIVE DEFINITION OF TERM "BILINGUAL EDUCATION" IN TERMS OF PROGRAMS FOR MEXICAN AMERICANS IN THE STATE. BILINGUAL PROGRAMS IN THE UNITED STATES AND TYPOLOGIES FOR BILINGUAL PROGRAMS ARE DISCUSSED FOR BACKGROUND INFORMATION. THE AUTHOR CONSIDERS 23 OF THE 26 BILINGUAL PROGRAMS IN CALIFORNIA ON THE BASIS OF OBJECTIVES, PARTICIPANTS, CURRICULUM, METHODS AND MATERIALS, TEACHERS AND TEACHER TRAINING, AND COMMUNITY INVOLVEMENT. IN LIGHT OF HIS FINDINGS, THE AUTHOR PRESENTS A CLASSIFICATION OF CURRENT PROGRAMS AND DISCUSSES IMPLICATIONS FOR FURTHER INVESTIGATIONS. A LIST OF REFERENCES IS INCLUDED ALONG WITH THE QUESTIONNAIRE USED IN THE SURVEY OF CURRENT PROGRAMS AND THE QUESTIONS USED IN INTERVIEWS WITH PROGRAM DIRECTORS. A LIST OF STATE PROGRAMS, THEIR DIRECTORS, AND LOCATIONS IS PROVIDED. (VM)

ACCESSION NUMBER: ED057674

PUBLICATION DATE: MAY 71

TITLE: A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN SPANISH LISTENING COMPREHENSION PROFICIENCY AND CULTURAL ATTITUDES OF VARIOUS GROUPS OF NATIVE AND NON-NATIVE STUDENTS OF THE SPANISH LANGUAGE IN THREE HIGH SCHOOLS: CHOLLA, PUEBLO, AND TUCSON.

PERSONAL AUTHOR: BOCKMAN, JOHN F.; VIDEEN, DARLEEN A.

DESCRIPTOR: *CULTURAL AWARENESS; CULTURAL BACKGROUND; ENROLLMENT TRENDS; ETHNIC GROUPS; LANGUAGE ENROLLMENT; *LEARNING THEORIES; *LISTENING COMPREHENSION; MEXICAN AMERICANS; MODERN LANGUAGES; PUBLIC SCHOOLS; QUESTIONNAIRES; SECOND LANGUAGE LEARNING; *SPANISH; STATISTICAL DATA; STATISTICAL STUDIES; *STUDENT ATTITUDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 37P.

RESEARCH IN SECOND LANGUAGE LEARNING SUPPORTS THE HYPOTHESIS THAT SUCCESS IN LANGUAGE LEARNING IS RELATED TO STUDENTS' ATTITUDES ABOUT THE CULTURE REPRESENTED BY THE TARGET LANGUAGE. THIS STUDY TESTS THE HYPOTHESIS BY EXAMINING TWO SPANISH PROGRAMS AT THREE HIGH SCHOOLS WHICH HAVE A LARGE MEXICAN-AMERICAN STUDENT ENROLLMENT. DECLINING ENROLLMENT IN BOTH PROGRAMS AND REJECTION OF SPANISH STUDY BY MEXICAN-AMERICAN AND OTHERS ARE ENCOURAGING A REEVALUATION OF THE MODEL PROGRAMS, THEIR FORM, AND EDUCATIONAL OBJECTIVES. DESCRIPTION OF THE EXPERIMENTAL STUDY INCLUDES: (1) A STATEMENT OF THE PROBLEM, (2) EVALUATION DESIGN, (3) PRESENTATION AND SUMMARY OF DATA, (4) RECOMMENDATIONS AND CONCLUSIONS, AND (5) A CULTURAL OPINIONNAIRE. EXTENSIVE STATISTICAL DATA IN THE FORM OF COMPUTER-PRINTOUT SHEETS ARE INCLUDED. (RL)

ACCESSION NUMBER: ED057676

PUBLICATION DATE: DEC 71

TITLE: SOBRE LA ENSENANZA DE LA LITERATURA HISPANOAMERICANA (THE TEACHING OF HISPANOAMERICAN LITERATURE).

PERSONAL AUTHOR: ELLIS, KEITH

DESCRIPTOR: *COLLEGE STUDENTS; CULTURAL EDUCATION; INSTRUCTIONAL MATERIALS; *LANGUAGE INSTRUCTION; LATIN AMERICAN CULTURE; *LITERATURE APPRECIATION; *SPANISH AMERICAN LITERATURE; SPANISH SPEAKING; *TEACHING METHODS; UNIVERSITIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 8P.; SPEECH PRESENTED AT THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE ANNUAL MEETING, CHICAGO, ILLINOIS, DECEMBER 28-30, 1971

THERE ARE THREE MAIN PROBLEMS IN TEACHING LATIN AMERICAN LITERATURE: (1) IT IS DIFFICULT TO MAINTAIN A REGIONAL OVERVIEW, WHILE, AT THE SAME TIME, INCLUDING A SENSE OF THE LITERARY HISTORY OF LATIN AMERICA; (2) IT IS NECESSARY TO TEACH LITERATURE SO THAT THE MATERIAL SEEMS WORTHWHILE IN ITS OWN RIGHT AND NOT ONLY AS A COMPLEMENT TO OTHER DISCIPLINES, ESPECIALLY THE SOCIAL SCIENCES; AND (3) IT IS NECESSARY TO DEMONSTRATE THAT A LITERARY WORK, IN ITSELF, HAS AN ATTRACTIVE VALUE. THE MOST APPROPRIATE SOLUTION TO THESE PROBLEMS IS INTENSIVE STUDY IN A SMALL CLASS OF WORKS THAT ARE OUTSTANDING BECAUSE OF THEIR AESTHETIC MERIT. AFTERWARD, STUDENTS CAN DERIVE THE GREATEST BENEFIT FROM OTHER WORKS OUTSIDE OF CLASS. (VM)

ACCESSION NUMBER: ED057891

PUBLICATION DATE: 67

TITLE: SUB-CULTURAL DETERMINANTS OF COOPERATIVE AND COMPETITIVE BEHAVIOR.

PERSONAL AUTHOR: MADSEN, MILLARD

DESCRIPTOR: *ACHIEVEMENT NEED; CAUCASIANS; *CULTURAL DIFFERENCES; *ELEMENTARY SCHOOL STUDENTS; ETHNIC GROUPS; MEXICAN AMERICANS; MOTIVATION; NEGROES; *PRESCHOOL CHILDREN; SEX DIFFERENCES; *SOCIAL BEHAVIOR; SOCIAL RELATIONS; SOCIOECONOMIC INFLUENCES

IDENTIFIER: ISRAEL; PROJECT HEAD START

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 36P.

THE THREE STUDIES INVOLVED ATTEMPT TO ASSESS THE NATURE OF COOPERATIVE AND COMPETITIVE BEHAVIOR OF YOUNG CHILDREN IN DIFFERENT SOCIOECONOMIC CLASSES. IN THE FIRST STUDY, 36 PAIRS OF HEAD START CHILDREN, REPRESENTING MEXICAN-AMERICAN, NEGRO AND CAUCASIAN ETHNIC GROUPS, WERE INVESTIGATED CONCERNING THEIR COOPERATIVE-COMPETITIVE BEHAVIOR IN RELATION TO THEIR ETHNIC DIFFERENCES. VARIANCES IN BEHAVIOR WERE MARKED FROM GROUP TO GROUP. THE SECOND STUDY INVOLVED 240 CHILDREN, HALF OF WHOM WERE ENROLLED IN HEAD START. THE ABOVE THREE ETHNIC GROUPS WERE REPRESENTED EQUALLY IN THIS PROJECT. ETHNIC BACKGROUND WAS FOUND TO AFFECT COMPETITIVE BEHAVIOR IN ONLY A PARTIAL WAY; IT RELATED TO SEX. MEXICAN-AMERICAN BOYS WERE LESS COMPETITIVE THAN OTHER GROUPS. THE THIRD STUDY COMPARED COOPERATIVE-COMPETITIVE BEHAVIOR IN KIBBUTZ AND URBAN CHILDREN IN ISRAEL, USING 40 KIBBUTZ CHILDREN AND THE SAME NUMBER OF CITY CHILDREN, BOTH WITH AN AGE MEAN OF EIGHT YEARS. KIBBUTZ CHILDREN SHOWED MORE COOPERATIVE BEHAVIOR THAN DID THE CITY CHILDREN. (MK)

ACCESSION NUMBER: ED057897

PUBLICATION DATE: 28 JUL 71

TITLE: VOLUNTARIAS DE SESAME STREET: MANUAL PARA CONDUCIR LAS SESIONES "SESAME STREET" CON NINOS DE EDAD PRE-ESCOLAR.

PERSONAL AUTHOR: FILEP, ROBERT T.; AND OTHERS

DESCRIPTOR: ACTIVITIES; *BROADCAST TELEVISION; *GUIDES; MOTHERS; NONPROFESSIONAL PERSONNEL; PARENT PARTICIPATION; *PRESCHOOL CHILDREN; *SPANISH SPEAKING; TELEVISION VIEWING; *VOLUNTEERS

IDENTIFIER: *SESAME STREET; SPANISH LANGUAGE

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 50P.; SPANISH VERSION OF PS 005 153

THIS GUIDE WAS PREPARED TO AID SPANISH-SPEAKING VOLUNTEERS WORKING WITH PRESCHOOL CHILDREN BEFORE, DURING, AND AFTER VIEWING THE TELEVISION PROGRAM, "SESAME STREET". THE TEXT IS WRITTEN IN SPANISH. SUGGESTIONS IN THIS BOOKLET GREW OUT OF A STUDY CALLED THE SESAME MOTHER PILOT PROJECT CONDUCTED IN 1970-71 BY THE INSTITUTE FOR EDUCATIONAL DEVELOPMENT. THIS GUIDE IS DIVIDED INTO NINE MAIN PARTS: WHAT "SESAME STREET" IS ALL ABOUT, YOU AND THE CHILDREN, WAYS OF ORGANIZING VIEWING SESSIONS, ARRANGING THE VIEWING AREA, INVOLVING PARENTS AND CHILDREN IN THE VIEWING GROUP, SUGGESTIONS FOR VOLUNTEERS WHILE WORKING WITH THE CHILDREN, THE GOALS OF "SESAME STREET", SAMPLE GAMES AND SUGGESTIONS, AND RECRUITING MATERIAL. AN ENGLISH LANGUAGE VERSION OF THE GUIDE IS AVAILABLE AS PS 005 153. (AUTHOR/AJ)

AVAILABILITY: INSTITUTE FOR EDUCATIONAL DEVELOPMENT, 999 NORTH SEPULVEDA BLVD., EL SEGUNDO, CALIFORNIA 90245

ACCESSION NUMBER: ED057925

PUBLICATION DATE: SEP 71

TITLE: THE OBSERVATION OF PARENTS AS TEACHERS OF PRESCHOOL CHILDREN AS A FUNCTION OF SOCIAL CLASS, ETHNICITY, AND CULTURAL DISTANCE BETWEEN PARENT AND CHILD. FINAL REPORT.

PERSONAL AUTHOR: STEWARD, MARGARET S.

DESCRIPTOR: ANGLO AMERICANS; ATTITUDES; BEHAVIOR PATTERNS; CHINESE; CHINESE AMERICANS; COGNITIVE PROCESSES; *CROSS CULTURAL STUDIES; CULTURAL DIFFERENCES; DATA ANALYSIS; ETHNIC GROUPS; GROUP RELATIONS; INTERACTION PROCESS ANALYSIS; LOWER CLASS; MEXICAN AMERICANS; MIDDLE CLASS; *MOTHERS; PARENT CHILD RELATIONSHIP; *PRESCHOOL CHILDREN; RESPONSE MODE; *SOCIAL DIFFERENCES; SPANISH SPEAKING; *TEACHING STYLES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 43P.

THIS PROJECT WAS DESIGNED TO STUDY THE PROCESS OF PARENTS TEACHING PRESCHOOL AGE CHILDREN USING A DIRECT OBSERVATIONAL METHOD. SIX MOTHERS AND THEIR OWN THREE-YEAR-OLD SONS FROM SEVEN ETHNIC GROUPS PARTICIPATED: MIDDLE-CLASS ANGLO, LOWER-CLASS ANGLO, ENGLISH-SPEAKING MEXICAN-AMERICAN, BILINGUAL MEXICAN-AMERICAN; SPANISH-SPEAKING MEXICAN-AMERICAN, ENGLISH-SPEAKING CHINESE-AMERICAN, CHINESE-SPEAKING CHINESE-AMERICAN. IN ADDITION, FOUR GROUPS OF THE MOTHERS TAUGHT A SECOND CHILD FROM THEIR ETHNIC AND SOCIAL CLASS BACKGROUND, AND A THIRD CHILD FROM AN ETHNIC AND SOCIAL CLASS DIFFERENT FROM THEIR OWN. EACH MOTHER TAUGHT A COGNITIVE SORTING GAME AND A MOTOR SKILL GAME TO EACH OF THE CHILDREN ASSIGNED TO HER. DATA WERE ORGANIZED IN TERMS OF "OWN CHILD" DATA AND ANALYZED BY MEANS OF A ONE-WAY ANALYSIS OF VARIANCE, AND PREDICTED TRENDS; THE "SOCIAL DISTANCE" DATA WERE ANALYZED IN A 3 X 2 X 2 MIXED FACTORIAL DESIGN. THE DATA WERE CODED USIN G A PARENT INTERACTION CODE WHICH ALLOWED ANALYSIS OF THE TEACHING INTERACTION IN TERMS OF PROGRAMMATIC VARIABLES: TOTAL TIME, INPUT AND PACING; AND TEACHING LOOP VARIABLES: ALERT, FORMAT, CHILD RESPONSE, AND FEEDBACK. THE SINGLE BEST PREDICTOR OF MATERNAL TEACHING, OR CHILD RESPONSE, WAS ETHNICITY WITH SOME REPLICATION OF EARLIER SOCIAL-CLASS DIFFERENCES. THE RESULTS TEND TO SUPPORT STABLE CONSTELLATIONS OF BEHAVIORS WITHIN ETHNIC GROUPS OF A SUBTLE NATURE. FURTHER RESEARCH IS RECOMMENDED. (AUTHOR/CK)

ACCESSION NUMBER: ED057941

PUBLICATION DATE: FEB 71

TITLE: AN INVENTORY OF NATURAL, HUMAN, AND SOCIAL OVERHEAD CAPITAL RESOURCES IN NORTH-CENTRAL NEW MEXICO.

PERSONAL AUTHOR: CARRUTHERS, GARREY; EASTMAN, CLYDE

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; *AREA STUDIES; *DEMOGRAPHY; ECONOMIC FACTORS; EDUCATION; ENVIRONMENTAL INFLUENCES; *HUMAN RESOURCES; *LAND USE; MEXICAN AMERICANS; *NATURAL RESOURCES; PROGRAMS; RURAL URBAN DIFFERENCES; SERVICES; SURVEYS

IDENTIFIER: NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 27P.

CONCERNED WITH THE NORTH-CENTRAL AREA OF NEW MEXICO (RIO ARRIBA, TAOS, COLFAX, MORA, SANTA FE, AND SAN MIGUEL COUNTIES), THIS INVENTORY DESCRIBES THE SITUATION AND DELINEATION OF THE REGION, THE NATURAL RESOURCES (PHYSICAL CHARACTERISTICS, LAND, LAND-OWNERSHIP PATTERNS, LAND-USE PATTERNS, LAND-TITLE PROBLEMS, WATER RESOURCES, AND MINERALS); HUMAN RESOURCES (REGIONAL DEMOGRAPHY, ETHNIC GROUPS, EDUCATION, INCOME DISTRIBUTION AND UNEMPLOYMENT, AND OCCUPATIONAL PROFILES); AND SOCIAL OVERHEAD CAPITAL (EDUCATIONAL SERVICES, HEALTH SERVICES, OTHER PUBLIC SERVICES, COMMUNICATIONS, AND RECREATION). EACH OF THE FOREGOING IS DISCUSSED IN TERMS OF RELEVANCE TO THE STATE AND ITS PEOPLE AND POSSIBLE RAMIFICATIONS IN VIEW OF INFLUENCES FROM WITHIN AND WITHOUT NEW MEXICO. INCLUDED ARE 8 FIGURES, 17 TABLES, AND 22 REFERENCES. (MJB)

ACCESSION NUMBER: ED057965

PUBLICATION DATE: SEP 71

TITLE: PERCEPTION OF SELF AND OTHERS AS A FUNCTION OF ETHNIC GROUP MEMBERSHIP.

PERSONAL AUTHOR: COOPER, JAMES G.

DESCRIPTOR: *AMERICAN INDIANS; *ANGLO AMERICANS; COMMUNITY INFLUENCE; CULTURAL DIFFERENCES; HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; *NEGROES; RACIAL FACTORS; RURAL YOUTH; *SELF CONCEPT; SOCIAL FACTORS; SOCIOCULTURAL PATTERNS; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.

THE SELF-IMAGES OF 407 ANGLO AMERICAN, 157 AMERICAN INDIAN, 300 MEXICAN AMERICAN, AND 52 NEGRO RURAL HIGH SCHOOL STUDENTS IN NEW MEXICO AND TEXAS WERE COMPARED IN THIS STUDY. DATA FROM AN 11-ITEM SEMANTIC DIFFERENTIAL TEST WERE GROUPED IN TERMS OF 3 SUBSETS: PERCEPTIONS OF SELF, FEELINGS ABOUT SCHOOL, AND SOCIAL VARIABLES. ALTHOUGH IT HAD BEEN EXPECTED THAT THE STUDY WOULD REVEAL STRONG PERCEPTIONS OF SELF AMONG THE ANGLO AMERICANS AND WEAK SELF-CONCEPTS AMONG THE ETHNIC MINORITIES, THE DATA REVEALED THAT EACH ETHNIC GROUP SAW ITSELF IN FAVORABLE LIGHT AND SAW THE OTHER GROUPS LESS FAVORABLY. IN THE DOCUMENT, TABLES OF MEANS (BY ETHNIC GROUP) PROVIDE RESULTS OF THE BIPOLAR-ADJECTIVES TEST. A LIST OF PARTICIPATING SCHOOLS IS ALSO INCLUDED. (PS)

ACCESSION NUMBER: ED057971

PUBLICATION DATE: 70

TITLE: MODIFICATION OF TEACHER BEHAVIOR IN TEACHING THE MEXICAN-AMERICAN.

PERSONAL AUTHOR: GARCIA, ERNESTO F.

DESCRIPTOR: BEHAVIORAL OBJECTIVES; *BEHAVIOR CHANGE; *CULTURAL AWARENESS; *EDUCATIONAL STRATEGIES; INTERACTION PROCESS ANALYSIS; *MEXICAN AMERICANS; NEGATIVE ATTITUDES; *TEACHER BEHAVIOR

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

THE NEED FOR MODIFICATION OF TEACHER BEHAVIOR IN TEACHING THE MEXICAN AMERICAN OCCURS PRIMARILY IN 2 AREAS. FIRST, THE TEACHER MUST SEEK WAYS TO IMPROVE HER TEACHING BY LEARNING HOW TO PLAN FOR, PRODUCE, AND EVALUATE BEHAVIORAL CHANGES IN HER PUPILS. WRITING INSTRUCTIONAL OBJECTIVES IN BEHAVIORAL TERMS, LEARNING WAYS TO ASSESS THE EFFECTIVENESS OF VERBAL AND NONVERBAL INTERACTION, AND UNDERSTANDING THE USE OF POSITIVE REINFORCEMENT CAN ALL CONTRIBUTE GREATLY TO CHANGES IN HOW THE TEACHER APPROACHES THE TEACHING TASK. THE SECOND ASPECT OF TEACHER BEHAVIOR IS CONCERNED WITH KNOWLEDGE ABOUT THE CULTURE THAT THE MEXICAN AMERICAN CHILD BRINGS TO SCHOOL. IT IS UNDERSTOOD THAT THE KNOWLEDGE ITSELF WILL NOT PRODUCE CHANGES IN ATTITUDES AND EXPECTATIONS ABOUT THE PUPILS. HOWEVER, ACCURATE INFORMATION WHICH THE TEACHER CAN USE AS SHE OBSERVES PUPIL BEHAVIOR CAN OFTEN BE THE KEY AS TO WHETHER SHE WILL SHOW SENSITIVITY, APPRECIATION, OR A POSITIVE ATTITUDE. MODIFICATION OF THESE 2 ASPECTS OF TEACHER BEHAVIOR IS A NECESSITY IF MEXICAN AMERICAN PUPILS ARE TO BENEFIT TO THE FULLEST FROM AN EDUCATIONAL SYSTEM THAT HAS FAILED THEM IN THE PAST. IT IS NOT UNREASONABLE TO ASK THAT CHANGE TAKE PLACE TO MAKE TEACHERS MORE EFFECTIVE IN THE CLASSROOM AND THAT THIS EFFECTIVENESS IN PEDAGOGY BE ENHANCED BY KNOWLEDGE OF THE CULTURE OF THE MEXICAN AMERICAN. (JH)

ACCESSION NUMBER: ED057972

PUBLICATION DATE: 70

TITLE: CHICANO COMMUNITY ACTION EFFORTS AT THE LOCAL LEVEL AND THEIR EFFECTS ON PROMOTING EDUCATIONAL CHANGE FOR MEXICAN-AMERICANS. A RESEARCH PAPER.

PERSONAL AUTHOR: FIERRO, LEONARD

DESCRIPTOR: *COMMUNITY ACTION; DATA COLLECTION; *EDUCATIONAL CHANGE; FINANCIAL SUPPORT; INFORMATION DISSEMINATION; *LITERATURE REVIEWS; *MEXICAN AMERICANS; ORGANIZATIONS (GROUPS); *RESEARCH NEEDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.

THE PURPOSE OF THIS PAPER IS TO REVIEW THE LITERATURE AND RESEARCH THAT IDENTIFY EFFORTS ON BEHALF OF THE CHICANO COMMUNITY TO EFFECT CHANGE. MAJOR EMPHASIS IS ON CHANGE THAT DEALS WITH EDUCATION OF CHICANO YOUTH. THE REVIEW OF LITERATURE AND RESEARCH INDICATES 3 DISTINCT DIVISIONS IN ORGANIZATIONAL ACTIVITY. PRIOR TO 1940, CHICANO ORGANIZATIONS WERE OF A PASSIVE FORM. FROM 1940 TO 1960, ORGANIZATIONS TOOK POSITIVE STEPS, BUT WITH PATIENCE AND RESTRAINT. DURING THE 1960'S, ORGANIZATIONS TOOK A MORE MILITANT APPROACH TO SOLVING PROBLEMS THROUGH COMMUNITY ACTION. THE PAPER POINTS UP A NEED TO GATHER AND COMPILE THAT WHICH IS WRITTEN ON CHICANO COMMUNITY ACTION EFFORTS, A NEED TO MAKE LITERATURE AND RESEARCH AVAILABLE TO SCHOLAR AND LAYMAN ALIKE, A NEED TO SPONSOR AND/OR ENGAGE IN NEEDED RESEARCH PROJECTS, AND A NEED FOR FUNDS TO IMPLEMENT SUITABLE PROGRAMS. (JH)

ACCESSION NUMBER: ED057973

PUBLICATION DATE: AUG 71

TITLE: BICULTURAL SOCIALIZATION PROJECT: A GROUP PROCESS APPROACH TO BILINGUAL INSTRUCTION - TITLE VII. FINAL REPORT, 1970-71.

PERSONAL AUTHOR: BAKER, JEAN M.

DESCRIPTOR: ACTIVITIES; BICULTURALISM; *BILINGUAL EDUCATION; CLASSROOM ENVIRONMENT; FORMATIVE EVALUATION; GRADE 2; *GROUP INSTRUCTION; INSERVICE TEACHER EDUCATION; *MEXICAN AMERICANS; PROGRAM DEVELOPMENT; *PROGRAM EVALUATION; SOCIAL INTEGRATION; *SOCIALIZATION; TEACHER AIDES

IDENTIFIER: ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 107P.

THIS FINAL REPORT RELATES TO STUDENT SOCIALIZATION THROUGH A BILINGUAL (SPANISH/ENGLISH), BICULTURAL PROGRAM INVOLVING 6 SECOND GRADES IN 3 SCHOOLS OF PHOENIX, ARIZONA, FOR THE 1970-71 SCHOOL YEAR. AS REPORTED, THE MAJOR OBJECTIVE OF THE PROGRAM WAS TO DEVELOP AND IMPLEMENT A GROUP PROCESS APPROACH TO BILINGUAL EDUCATION; IN ADDITION, CLASSROOM INSTRUCTIONAL PERSONNEL WERE TRAINED BY SITE COORDINATORS. PROGRAM SUCCESS WAS REGARDED AS OUTSTANDING IN CLASSROOMS HAVING STRONG ADMINISTRATIVE SUPPORT FOR THE PROGRAM; PARTIAL SUCCESS WAS ACHIEVED IN OVERALL EFFORTS TO CREATE CLASSROOM ENVIROMENTS AND APPROPRIATE ACTIVITIES TO FACILITATE SMALL GROUP INTERACTION. THE RELATIVELY UNSUCCESSFUL ASPECTS OF THE PROGRAM WERE ATTRIBUTED TO LACK OF (1) BILINGUAL TEACHERS, (2) A TRUE HETEROGENEOUS STUDENT POPULATION, AND (3) SUPPORTING ADMINISTRATION. THE DOCUMENT CONTAINS DISCUSSIONS OF PROGRAM RATIONALE, THE GROUP PROCESS APPROACH AND PROCEDURES FOR IMPLEMENTING IT, TRAINING AND RESEARCH PROCEDURES, AND BILINGUAL AND BICULTURAL ACTIVITIES; RESULTS, EVALUATION, A SUMMARY, AND RECOMMENDATIONS ARE ALSO PROVIDED; AND APPENDICES INCLUDE TABULAR SUMMARIES OF THE TRAINING EVALUATIONS, A CHECKLIST FOR PROGRAM CLASSROOMS, NOTED REACTIONS TO VARIOUS PROGRAM COMPONENTS, RESULTS OF ANALYSIS OF VARIANCE FOR THE PEABODY VOCABULARY TEST AND THE ARTOLA-STEWART SPANISH-ENGLISH VOCABULARY TEST, SELECTED LANGUAGE SAMPLES, A COMPOSITE OF THE PARENT QUESTIONNAIRE; A DESCRIPTION OF THE TEACHER'S MANUAL, AND THE NATURAL METHOD OF LANGUAGE ACQUISITION CHECKLIST. (MJB)

ACCESSION NUMBER: ED057995

PUBLICATION DATE: 9 AUG 71

TITLE: PROPER NAMES FOR USE IN BEGINNING READING INSTRUCTION.

PERSONAL AUTHOR: CRONNELL, BRUCE

DESCRIPTOR: *BEGINNING READING; FORM CLASSES (LANGUAGES); JAPANESE AMERICAN CULTURE; MEXICAN AMERICANS; *NOMINALS; PRONUNCIATION; SPELLING; *VOCABULARY; *WORD LISTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 66P.

A LIST OF 500 PROPER NAMES, PRIMARILY FIRST NAMES, IS CODED FOR SPELLING-TO-SOUND CORRESPONDENCES AND STRESS, AND INFORMATION IS GIVEN ON THE TYPE OF NAME (FIRST OR LAST), SEX OF NAME, STYLE (NICKNAME OR COMPLETE NAME), ALTERNATE SPELLINGS, PRONUNCIATIONS, AND USAGES. THE AUTHOR POINTS OUT THAT PROPER NAMES COMPRISE ROUGHLY 9 PERCENT OF THE WORDS IN READING MATERIAL AND THAT IT IS, THEREFORE, NECESSARY TO TEACH BEGINNING READERS PROPER NAMES AS A PART OF THEIR ACTIVE VOCABULARY. APPENDIXES TO THE MAIN LIST INCLUDE SELECTED BIBLICAL, MYTHICAL, AND LITERARY NAMES, COMMON JAPANESE-AMERICAN NAMES, AND COMMON MEXICAN-AMERICAN NAMES. REFERENCES ARE INCLUDED. (AL)

ACCESSION NUMBER: ED058011

PUBLICATION DATE: NOV 71

TITLE: RESEARCH: NEW HOPE FOR KINDERGARTEN CHILDREN.

PERSONAL AUTHOR: STANCHFIELD, JO M.

DESCRIPTOR: AUDITORY DISCRIMINATION; BEGINNING READING; *ETHNIC STATUS; *KINDERGARTEN CHILDREN; LISTENING SKILLS; MEXICAN AMERICANS; NEGRO STUDENTS; ORAL EXPRESSION; PERCEPTUAL MOTOR COORDINATION; *PREREADING EXPERIENCE; *READING READINESS; *READING SKILLS; SEX DIFFERENCES; SKILL DEVELOPMENT; VISUAL DISCRIMINATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 15P.; PAPER PRESENTED AT THE MEETING OF THE CALIFORNIA READING ASSOCIATION, SAN FRANCISCO, NOV., 1971

THE EFFECTS OF TEACHING PREREADING SKILLS TO KINDERGARTENERS ON THEIR READING READINESS SCORES WERE INVESTIGATED. SEVENTEEN KINDERGARTENS PROVIDING A CROSS SECTION OF SOCIOECONOMIC LEVELS AND REPRESENTING DIFFERENT ETHNIC GROUPS WERE SELECTED. EACH EXPERIMENTAL SCHOOL WAS THEN MATCHED TO A CONTROL SCHOOL. IN THE EXPERIMENTAL SCHOOLS, SIX MAJOR PREREADING SKILLS WERE TAUGHT: LISTENING FOR COMPREHENSION OF CONTENT, LISTENING FOR AUDITORY DISCRIMINATION, VISUAL DISCRIMINATION SKILLS, ORAL LANGUAGE SKILLS, MOTOR-PERCEPTUAL SKILLS, AND SOUND-SYMBOL CORRESPONDENCE SKILLS. TEACHERS IN THE EXPERIMENTAL SCHOOLS RECEIVED A TEACHER'S MANUAL AND MET EACH WEEK IN THE FALL SEMESTER TO RECEIVE ADDITIONAL MATERIALS AND FOR DISCUSSIONS. THE MURPHY-DURRELL READING READINESS ANALYSIS WAS GIVEN TO ALL CHILDREN AT THE END OF THE SCHOOL YEAR. RESULTS INDICATED THAT IN THE TOTAL TEST AND ALL INDIVIDUAL TESTS, THE EXPERIMENTALS OUTPERFORMED THE CONTROLS, GIRLS OUTPERFORMED BOYS, AND THE WHITES OURPERFORMED OTHER ETHNIC GROUPS. THE MEXICAN-AMERICANS OUTPERFORMED THE BLACKS IN THE TOTAL TEST AND ALL INDIVIDUAL TESTS EXCEPT ON THE LETTER NAMES TEST. THE EXPERIMENTAL MEXICAN-AMERICAN AND BLACK CHILDREN ACHIEVED CONSIDERABLY HIGHER SCORES THAN THE CONTROL WHITE CHILDREN. MATERIALS USED AND TEACHING TECHNIQUES EMPLOYED ARE DESCRIBED, AND TABLES AND REFERENCES ARE INCLUDED. (AW)

ACCESSION NUMBER: ED058213

PUBLICATION DATE: 72

TITLE: SEARCHING FOR AMERICA.

PERSONAL AUTHOR: KELLY, FRNECE B., ED.

DESCRIPTOR: AFRICAN AMERICAN STUDIES; AMERICAN LITERATURE; *ANTHOLOGIES; ATTITUDES; AUTHORS; BEHAVIOR PATTERNS; BIOGRAPHIES; *ESSAYS; GEOGRAPHIC CONCEPTS; *LITERARY CRITICISM; *LITERATURE; MEXICAN AMERICANS; NON WESTERN CIVILIZATION; POETRY; PROSE; RACISM; RELIGIOUS FACTORS; STANDARDS; *TEXTBOOK CONTENT

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 124P.

THE 12 CRITIQUES AND FOUR ESSAYS IN THIS VOLUME OFFER THE READER A RUDIMENTARY FAMILIARITY WITH THE NAMES OF THIRD WORLD WRITERS AND SOME OF THEIR OUTSTANDING WORK. THIS PUBLICATION IS INTENDED AS A CATALYST FOR CHANGE IN THE SELECTION AND CRITICISM OF LITERARY TEXTS. AS THE 12 BOOKS REVIEWED HERE ARE TYPICAL, THE CRITIQUES CAN LEAD TO AN UNDERSTANDING OF THE GENERAL CHARACTER OF CURRENT AMERICAN LITERATURE ANTHOLOGIES WITH RESPECT TO THEIR SEVERAL TRADITIONAL BIASES. REVEALED ARE THE ETHNICS RACISM, THE EMPHASIS ON THE ATLANTIC FRONTIER, THE PURITAN SPIRIT, AND THE CAVALIER TRADITION. REVEALED ALSO IS THE PATTERN OF REPRINTING WHAT HAS BEEN PRINTED BEFORE AND SHUNNING THE OTHERWISE MERITORIOUS WRITER BECAUSE HE HAS NOT BEEN PREVIOUSLY ANTHOLOGIZED. SOME OF THE BOOKS REVIEWED ARE "AMERICAN LITERATURE," "AMERICAN LITERATURE: TRADITION AND INNOVATION," "AMERICAN POETRY," "AMERICAN POETRY AND PROSE," "AMERICAN POETS FROM THE PURITANS TO THE PRESENT," AND "THE AMERICAN TRADITION IN LITERATURE." THE ESSAYS ARE ON AFRO-AMERICAN LITERATURE, ASIAN-AMERICAN LITERATURE, CHICANOS AND AMERICAN LITERATURE, AND NATIVE AMERICAN LITERATURE. BIOGRAPHICAL SKETCHES OF CONTRIBUTERS AND A STATEMENT BY THE NCTE ON CRITERIA FOR TEACHING MATERIALS IN READING AND LITERATURE WITH RESPECT TO BIAS ARE INSERTED. (EDITOR/CK)

AVAILABILITY: NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 1111 KENYON ROAD, URBANA, ILLINOIS 61801 (STOCK NO. 37935: $1.75 PREPAID)

ACCESSION NUMBER: ED058299

PUBLICATION DATE: JUN 71

TITLE: MILWAUKEE BILINGUAL EDUCATION PROGRAM 1970-1971. EVALUATION REPORT.

PERSONAL AUTHOR: BORTIN, BARBARA H.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; BEHAVIORAL OBJECTIVES; *BILINGUAL EDUCATION; BILINGUAL STUDENTS; BILINGUAL TEACHERS; CULTURAL DIFFERENCES; CURRICULUM DEVELOPMENT; *ELEMENTARY EDUCATION; ENGLISH (SECOND LANGUAGE); INTERCULTURAL PROGRAMS; LANGUAGE SKILLS; MEXICAN AMERICANS; PARENT SCHOOL RELATIONSHIP; *PROGRAM EVALUATION; SCHOOL COMMUNITY PROGRAMS; *SECONDARY EDUCATION; *SPANISH AMERICANS; STANDARDIZED TESTS

IDENTIFIER: *MILWAUKEE PUBLIC SCHOOLS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 105P.

SPANISH/ENGLISH BILINGUALISM, GRADE-LEVEL ACADEMIC ACHIEVEMENT, AND ETHNIC PRIDE REMAINED THE GOALS OF THE BILINGUAL EDUCATION PROGRAM IN ITS SECOND YEAR OF OPERATION. A NUMBER OF POSITIVE OUTCOMES JUSTIFY ITS CONTINUED OPERATION AND VERTICAL EXPANSION. SPECIFIC RECOMMENDATIONS ARE MADE FOR CONTINUATION OF STAFF TRAINING, DEVELOPMENT OF BILINGUAL CURRICULA, IMPROVEMENTS IN THE INSTRUCTIONAL PROCESS, AND STRENGTHENING OF THE SCHOOL-HOME RELATIONSHIP. (AG)

ACCESSION NUMBER: ED058763

PUBLICATION DATE: MAY 71

TITLE: ACTION RESEARCH IN ORAL ENGLISH FOR THE LINGUISTICALLY DIFFERENT SECONDARY STUDENT: ODESSA, TEXAS.

PERSONAL AUTHOR: RIGGS, VIRGINIA FIELDS

DESCRIPTOR: APPLIED LINGUISTICS; CURRICULUM DEVELOPMENT; *ENGLISH (SECOND LANGUAGE); ENGLISH INSTRUCTION; ENGLISH PROGRAMS; HANDICAPPED STUDENTS; *LANGUAGE HANDICAPS; LANGUAGE PROGRAMS; MEXICAN AMERICANS; NEGRO DIALECTS; NEGRO EDUCATION; NEGROES; *NONSTANDARD DIALECTS; *SECONDARY SCHOOLS; SOCIAL MOBILITY; SOCIOCULTURAL PATTERNS; *SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 99P.; M.A. THESIS, UNIVERSITY OF TEXAS OF AUSTIN

A PROGRAM DESIGNED TO DECREASE THE NUMBER OF LINGUISTICALLY DIFFERENTIATED, NONSTANDARD SPEAKERS OF ENGLISH IN TEXAS CLASSROOMS AND TO HELP POTENTIAL DROPOUTS ATTAIN PROFICIENCY IN THE USE OF ENGLISH (THEREBY ALLOWING THEM TO ACHIEVE MOBILITY IN THE DOMINANT ANGLO-AMERICAN CULTURE) IS DESCRIBED IN THIS REPORT. THE PROGRAM PROVIDES LINGUISTICALLY DIFFERENT NEGRO AND MEXICAN-AMERICAN STUDENTS THE OPPORTUNITY TO ACQUIRE SKILLS IN STANDARD SPOKEN ENGLISH. THE PROBLEM IS REVIEWED IN GENERAL TERMS WITH EMPHASIS PLACED ON THE SOCIOCULTURAL IMPLICATIONS OF DIALECTAL VARIATIONS. A REVIEW OF THE LITERATURE PRECEDES A DETAILED DESCRIPTION OF THE PROGRAM IMPLEMENTED AT ECTOR HIGH SCHOOL. A SUMMARY, LIMITATIONS, CONCLUSIONS, AND RECOMMENDATIONS CONCERNING THE PROJECT ARE INCLUDED. APPENDIXES CONTAIN RELEVANT PROJECT INFORMATION AND SAMPLE QUESTIONS AND EXERCISES USED. A BIBLIOGRAPHY IS PROVIDED. (RL)

ACCESSION NUMBER: ED058781

PUBLICATION DATE: 20 SEP 70

TITLE: A SECOND YEAR PROGRAM IN ENGLISH AS A SECOND LANGUAGE PREPARED FOR PARA-PROFESSIONAL TEACHERS IN BI-LINGUAL PRE-SCHOOL HOME TEACHING PROGRAMS: TEACHER'S MANUAL.

PERSONAL AUTHOR: FLOOD, LILY WONG

DESCRIPTOR: BILINGUAL EDUCATION; CLASSROOM TECHNIQUES; EDUCATIONAL OBJECTIVES; *ENGLISH (SECOND LANGUAGE); GRAMMAR; HOME PROGRAMS; INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; LANGUAGE PATTERNS; LANGUAGE PROGRAMS; LEARNING ACTIVITIES; *LESSON PLANS; *PARAPROFESSIONAL SCHOOL PERSONNEL; *PRESCHOOL PROGRAMS; PROGRAM DESIGN; *SECOND LANGUAGE LEARNING; SPANISH SPEAKING; TEACHING GUIDES; VOCABULARY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$23.03

DESCRIPTIVE NOTE: 621P.

THIS TEACHER'S MANUAL FOR A PRESCHOOL SECOND-YEAR PROGRAM IN ENGLISH AS A SECOND LANGUAGE CONTAINS DAILY LESSON PLANS--OBJECTIVES, ACTIVITIES, EXERCISES, AND SUBJECT MATERIAL--FOR 22 WEEKS OF CLASS. THE PROGRAM IS DESIGNED FOR TWO ENGLISH INSTRUCTIONAL PERIODS PER DAY. ENGLISH SHOULD ALSO BE USED AS THE MEDIUM OF INSTRUCTION IN ONE OTHER SUBJECT. THE FIRST FOUR WEEKS ARE SPENT IN REVIEW OF THE FIRST YEAR'S WORK. THE SUBJECTIVES AND SUBJECT MATERIAL FOR EACH WEEK'S WORK ARE LISTED AT THE BEGINNING OF THE WEEKLY PLANS. (VM)

ACCESSION NUMBER: ED058803

TITLE: PARENT QUESTIONNAIRE ON BILINGUAL EDUCATION.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; *EDUCATIONAL ATTITUDES; EDUCATIONAL INTEREST; EDUCATIONAL OBJECTIVES; ENGLISH (SECOND LANGUAGE); ENGLISH EDUCATION; FAMILY ENVIRONMENT; FAMILY INFLUENCE; LANGUAGE PROGRAMS; *PARENT ATTITUDES; PARENT PARTICIPATION; PARENT REACTION; PROGRAM ADMINISTRATION; PROGRAM EVALUATION; QUESTION ANSWER INTERVIEWS; *QUESTIONING TECHNIQUES; *QUESTIONNAIRES; SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P. .

THIS DOCUMENT PROVIDES A QUESTIONNAIRE TO BE USED TO DETERMINE THE ATTITUDES AND INFLUENCE OF PARENTS WHO HAVE CHILDREN IN BILINGUAL EDUCATION PROGRAMS. THIRTY SEVEN QUESTIONS ARE LISTED, COVERING SUCH FACTORS AS FAMILY BACKGROUND, LANGUAGE USAGE AT HOME, AND ASPIRATIONS FOR THE EDUCATION OF THE CHILDREN. TECHNIQUES FOR ADMINISTERING THE QUESTIONNAIRE ARE SUGGESTED ALONG WITH POSSIBLE USES OF THE RESULTING INFORMATION. (VM)

ACCESSION NUMBER: ED058804

TITLE: PARENT ATTITUDES TOWARD EDUCATION SCALE.

PERSONAL AUTHOR: MEDINNUS, GENE R.; AND OTHERS

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; *EDUCATIONAL ATTITUDES; EDUCATIONAL BACKGROUND; EDUCATIONAL INTEREST; EDUCATIONAL OBJECTIVES; ENGLISH (SECOND LANGUAGE); ENGLISH EDUCATION; FAMILY ENVIRONMENT; FAMILY INFLUENCE; LANGUAGE PROGRAMS; *PARENT ATTITUDES; PARENT PARTICIPATION; PARENT REACTION; PROGRAM ADMINISTRATION; PROGRAM EVALUATION; QUESTION ANSWER INTERVIEWS; *QUESTIONING TECHNIQUES; *QUESTIONNAIRES; SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.

THIS DOCUMENT PROVIDES A QUESTIONNAIRE TO BE USED TO DETERMINE THE ATTITUDES AND INFLUENCE OF PARENTS WHO HAVE CHILDREN IN BILINGUAL EDUCATION PROGRAMS. FIFTY THREE STATEMENTS TO BE CLASSIFIED BY VARYING DEGREES OF AGREEMENT AND DISAGREEMENT ARE LISTED CONCERNING PARENTAL ATTITUDES TOWARD SCHOOLS AND TEACHERS, THE VALUE OF EDUCATION, THE VALUE OF THE PARENT'S OWN EDUCATION, AND LANGUAGE EDUCATION IN GENERAL. TECHNIQUES FOR ADMINISTERING THE QUESTIONNAIRE ARE SUGGESTED ALONG WITH POSSIBLE USES OF THE RESULTING INFORMATION. (VM)

ACCESSION NUMBER: ED058808

PUBLICATION DATE: DEC 71

TITLE: LITERATURA CHICANA: VIDA EN BUSCA DE FORMA (CHICANO LITERATURE: LIFE IN SEARCH OF FORM).

PERSONAL AUTHOR: RIVERA, TOMAS

DESCRIPTOR: BILINGUALISM; *CREATIVE EXPRESSION; CULTURAL AWARENESS; *CULTURAL BACKGROUND; *CULTURAL ENRICHMENT; ENGLISH; ESSAYS; LANGUAGE; *LITERATURE; *MEXICAN AMERICANS; NOVELS; POETRY; SHORT STORIES; SOCIOLOGY; SPANISH; STEREOTYPES; THEATER ARTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE ANNUAL CONVENTION, CHICAGO, ILLINOIS, DECEMBER 28-30, 1971

THE CHICANO CULTURE IS SEARCHING FOR APPROPRIATE EXPRESSION IN ART FORMS AND LITERATURE. THE CHICANO NOVEL AND ESSAY, OFTEN WRITTEN IN ENGLISH, SEEM DIRECTED TOWARD THE NORTH AMERICAN PUBLIC. THE SHORT STORY IS THE MOST VARIED IN VIEWPOINT AND MOST VERSATILE IN FORM. POETRY CAPTURES THE CHICANO SENSITIVITY. IT IS ALMOST IMPOSSIBLE TO NOTE THE VARIETY OF FORMS, DIFFERENT LANGUAGES, AND MIXTURES OF LANGUAGE IN POETRY. DRAMA IS EXPERIMENTAL AND SEEKS TO BE DIDACTIC, USING SARCASM AND IRONY. THE ART FORMS MOST CAPABLE OF CHANGING THE STEREOTYPE ARE WRITTEN IN ENGLISH. THOSE FORMS MOST CAPABLE OF REACHING CHICANOS ARE WRITTEN IN POPULAR LANGUAGE OR IN SPANISH. (VM)

ACCESSION NUMBER: ED058926

PUBLICATION DATE: MAR 70

TITLE: THE EFFECTS OF THREE PRESCHOOL INTERVENTION PROGRAMS ON THE DEVELOPMENT OF AUTONOMY IN MEXICAN-AMERICAN AND NEGRO CHILDREN.

PERSONAL AUTHOR: KUZMA, KAY

DESCRIPTOR: *BEHAVIORAL SCIENCE RESEARCH; BEHAVIOR CHANGE; COMPARATIVE ANALYSIS; *COMPENSATORY EDUCATION PROGRAMS; DISADVANTAGED YOUTH; EVALUATION TECHNIQUES; INTELLECTUAL DEVELOPMENT; *INTERVENTION; LANGUAGE DEVELOPMENT; MEXICAN AMERICANS; NEGROES; *PRESCHOOL EDUCATION; *SELF CONTROL; TEACHER CHARACTERISTICS

IDENTIFIER: *HEAD START PROGRAMS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 197P.

THE MAJOR OBJECTIVES OF THIS STUDY WERE: (1) TO DETERMINE IF THERE WERE MEASURABLE DIFFERENCES IN AUTONOMY BETWEEN MEXICAN-AMERICAN AND NEGRO CHILDREN, (2) TO DETERMINE THE EFFECTS OF THREE DIFFERENT PRESCHOOL INTERVENTION PROGRAMS UPON THE DEVELOPMENT OF AUTONOMY IN MEXICAN-AMERICAN AND NEGRO CHILDREN, AND (3) TO DETERMINE THE RELATIONSHIP BETWEEN INTELLIGENCE AND THE DIFFERENT ASPECTS OF AUTONOMY. THIS STUDY EVALUATED 42 MEXICAN-AMERICAN AND 35 NEGRO CHILDREN ENROLLED IN THE SAN BERNARDINO SUMMER HEAD START PROGRAM. THE DATA ON THESE CHILDREN WERE OBTAINED BY UTILIZING THE PPVT AND THE CINCINNATI AUTONOMY TEST BATTERY (CATB). RESULTS OF THIS STUDY INDICATE THE FOLLOWING: (1) IN GENERAL, MEXICAN-AMERICAN AND NEGRO CHILDREN APPEAR TO BE VERY SIMILAR IN THE VARIOUS ASPECTS OF AUTONOMY; (2) AUTONOMOUS BEHAVIOR TENDS TO INCREASE WHEN CHILDREN ARE IN A PRESCHOOL PROGRAM, IRRESPECTIVE OF DIFFERENT TYPES OF SUPPLIMENTARY CURRICULA; (3) MEXICAN-AMERICAN CHILDREN TEND TO INCREASE MORE IN AUTONOMOUS BEHAVIOR DURING THE PRESCHOOL PROGRAM THAN DO NEGRO CHILDREN; (4) INTELLIGENCE CAN BE INCREASED SIGNIFICANTLY IN SEVEN WEEKS WHEN CHILDREN ARE IN A PRESCHOOL PROGRAM THAT EMPHASIZES EITHER LANGUAGE OR AUTONOMY; (5) INTELLIGENCE CORRELATED POSITIVELY ONLY TO THOSE ASPECTS OF AUTONOMY CONSIDERED COGNITIVELY ORIENTATED; AND (6) DIFFERENCES IN TEACHER EXPECTATIONS AND TEACHING PERFORMANCE SHOULD NOT BE IGNORED WHEN STUDYING THE EFFECTS OF DIFFERENT INTERVENTION PROGRAMS. (AUTHOR/DB)

ACCESSION NUMBER: ED058943

PUBLICATION DATE: AUG 71

TITLE: RESEARCH NOTE: HOME ENVIRONMENT AND READING PERFORMANCE AMONG AFRO, ANGLO, AND MEXICAN KINDERGARTEN STUDENTS IN AN INNER CITY SCHOOL.

PERSONAL AUTHOR: BALLENTINE, LARRY; LEVINE, DANIEL U.

DESCRIPTOR: ANGLO AMERICANS; COMPENSATORY EDUCATION PROGRAMS; *DISADVANTAGED YOUTH; ECONOMICALLY DISADVANTAGED; EDUCATIONALLY DISADVANTAGED; ENVIRONMENTAL INFLUENCES; ETHNIC GROUPS; *FAMILY ENVIRONMENT; *KINDERGARTEN CHILDREN; MEASUREMENT TECHNIQUES; MEXICAN AMERICANS; NEGROES; *PRESCHOOL PROGRAMS; *READING ACHIEVEMENT; RESEARCH PROJECTS; URBAN SCHOOLS

IDENTIFIER: HEAD START FOLLOW THROUGH PROGRAM

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 8P.

THIS EXPLORATORY STUDY EXAMINED THE RELATIONSHIP BETWEEN READING PERFORMANCE SCORES AND THREE MEASURES OF HOME ENVIRONMENT AMONG KINDERGARTEN STUDENTS OF DIFFERING RACIAL AND ETHNIC BACKGROUND. IT ALSO DETERMINED WHETHER THERE WAS EVIDENCE THAT PARTICIPATION IN A FOLLOW THROUGH PROGRAM HAD BEEN EFFECTIVE IN OVERCOMING EDUCATIONAL DISADVANTAGES ASSOCIATED WITH NONSUPPORTIVE HOME ENVIRONMENTS. SUBJECTS IN THE STUDY WERE KINDERGARTEN STUDENTS WHO HAD FINISHED THEIR FIRST YEAR IN A FOLLOW THROUGH PROGRAM; 11 WERE MEXICAN-AMERICAN, 10 WERE ANGLO-AMERICAN, AND 9 WERE AFRO-AMERICAN. FOUR OF THE MEXICAN AMERICAN, SEVEN OF THE AFRO-AMERICAN, AND FOUR OF THE ANGLO-AMERICAN STUDENTS HAD BEEN IN A PRE-KINDERGARTEN HEAD START PROGRAM THE YEAR BEFORE. HOME ENVIRONMENT MEASURES USED WERE: (1) A MODIFIED 40-ITEM VERSION OF THE DAVE AND WOLF INTERVIEW SCHEDULE FOR ASSESSING HOME INFLUENCES ON ACHIEVEMENT AND INTELLIGENCE; (2) INTERVIEWER'S RATING OF THE ORDERLINESS OF THE LIVING ROOM IN EACH SUBJECT'S HOME; AND (3) THE FREQUENCY WITH WHICH THE SUBJECT'S MOTHER ATTENDED CHURCH. RESULTS SHOW THE STRONGEST CORRELATIONS BETWEEN HOME-ENVIRONMENT MEASURES AND READING LEVEL WERE AMONG THE ANGLO-AMERICAN AND AFRO-AMERICAN STUDENTS. MOST IMPORTANT OF THE FINDINGS WAS THAT MEASURES OF HOME ENVIRONMENT CORRELATED WITH READING LEVEL AMONG THE SAMPLE OF ECONOMICALLY DISADVANTAGED STUDENTS FINISHING KINDERGARTEN. (DB)

ACCESSION NUMBER: ED058971

PUBLICATION DATE: 70

TITLE: THE EFFECTS AND IMPLICATIONS OF CULTURALLY PLURALISTIC EDUCATION ON THE MEXICAN-AMERICAN.

PERSONAL AUTHOR: ULIBARRI, HORACIO

DESCRIPTOR: AMERICAN INDIANS; *BILINGUALISM; *CULTURAL PLURALISM; DISADVANTAGED GROUPS; *EDUCATION; LANGUAGE DEVELOPMENT; *LITERATURE REVIEWS; MEASUREMENT; METHODS; *MEXICAN AMERICANS; NEGROES; RESEARCH NEEDS; STUDENT DEVELOPMENT; SYSTEMS APPROACH

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 43P.

ESTABLISHING THAT CULTURAL DIVERSITY MAY BE NOTHING MORE THAN ECOLOGICAL ADJUSTMENT AND THEN EXAMINING THE LITERATURE AND RESEARCH RELATED TO CULTURALLY PLURALISTIC EDUCATION, THE AUTHOR DEALS WITH MEXICAN AMERICAN CHILDREN AND CHILDREN FROM OTHER MINORITY GROUPS IN TERMS OF GROWTH AND DEVELOPMENT (PHYSICAL, MENTAL, ACADEMIC, AND SOCIOCULTURAL); LANGUAGE ACQUISITION AND LEARNING (THEORETICAL LINGUISTICS, THE NATURE OF LANGUAGE, LANGUAGE ACQUISITION, LANGUAGE DESCRIPTION, SEMANTICS, SYNTAX, PHONOLOGY, CONTRASTIVE LINGUISTICS, PSYCHOLINGUISTICS, LANGUAGE AND COGNITION, SOCIOLINGUISTICS, MULTILINGUAL SOCIETIES, MULTILINGUAL INDIVIDUALS); BILINGUAL PROGRAMS AND METHODOLOGY; AND TESTS AND MEASUREMENTS. THE AUTHOR RECOMMENDS 3 AREAS FOR BASIC RESEARCH: (1) LIFE-STYLE STUDIES, (2) SOCIOPSYCHOLOGICAL STUDIES, AND (3) EDUCATIONAL STUDIES. IN ADDITION, IT IS SUGGESTED THAT A NEW START FOR THE EDUCATION OF MULTICULTURAL CHILDREN UTILIZE AN ORGANIZATIONAL SYSTEMS APPROACH. ONE FIGURE AND A 74-ITEM BIBLIOGRAPHY ARE INCLUDED. (MJB)

ACCESSION NUMBER: ED058976

PUBLICATION DATE: 71

TITLE: I DO AND I UNDERSTAND (GLEN HELEN WORKSHOP: APRIL 29-MAY 1, 1971).

PERSONAL AUTHOR: PINSON, ROSIE BARAJAS; AND OTHERS

DESCRIPTOR: CULTURAL PLURALISM; *ENGLISH (SECOND LANGUAGE); INSERVICE TEACHER EDUCATION; LANGUAGE DEVELOPMENT; LEARNING ACTIVITIES; *MEXICAN AMERICANS; *MIGRANT CHILDREN; *OUTDOOR EDUCATION; PATTERN DRILLS (LANGUAGE); STRUCTURAL LINGUISTICS; *TEACHER WORKSHOPS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 27P.; PRESENTATIONS ADAPTED FROM GLEN HELEN WORKSHOP, YELLOW SPRINGS, OHIO, APRIL 29-MAY 1, 1971

DURING THE TEACHER WORKSHOP CONDUCTED AT THE GLEN HELEN OUTDOOR EDUCATION CENTER AT YELLOW SPRINGS, OHIO, ORAL LANGUAGE TECHNIQUES, MEXICAN AMERICAN CULTURE, AND OUTDOOR EDUCATION WERE GIVEN HIGH PRIORITY IN TRAINING TEACHERS TO SERVE MIGRANT CHILDREN EFFECTIVELY. FOUR OF THE WORKSHOP PRESENTATIONS HAVE BEEN ADAPTED FOR THIS PUBLICATION. ONE OF THESE, A RATIONALE FOR ORAL LANGUAGE DEVELOPMENT, CONTAINS 12 PATTERN DRILLS WHICH CAN BE USED BY ANY CLASSROOM TEACHER TO HELP CHILDREN MASTER BASIC ENGLISH LANGUAGE PATTERNS; SOME OF THE TYPES OF DRILLS PRESENTED ARE REPETITION DRILLS, SUBSTITUTION DRILLS, TRANSFORMATION DRILLS, CONVERSATION DRILLS, AND ADDITION DRILLS. ANOTHER PRESENTATION, ENTITLED HELPING SPANISH-SPEAKING CHILDREN WHO SAY "TEACH ME THE ENGLISH," OFFERS SIMILAR AND DISSIMILAR PATTERNS IN WORD ORDER AND GRAMMATICAL STRUCTURE. THE OTHER SECTIONS ARE (1) THE FUTURE OF THE MEXICAN AMERICAN--WITH AN OPTIMISTIC EYE AND (2) OUTDOOR EDUCATION RESOURCES AND ACTIVITIES. EACH SECTION CONTAINS PICTURES AS WELL AS A NARRATIVE DISCUSSION OF THE PRESENTATION. (JB)

ACCESSION NUMBER: ED058977

PUBLICATION DATE: 71

TITLE: A PHYSICS-ORIENTED COLLEGE MOTIVATION PROGRAM FOR MINORITY STUDENTS.

PERSONAL AUTHOR: CHAPPELL, WILLARD R.; BAUR, JAMES F.

DESCRIPTOR: *COLLEGE PREPARATION; DISADVANTAGED YOUTH; DISCUSSION GROUPS; EDUCATIONAL OPPORTUNITIES; *MEXICAN AMERICANS; *MOTIVATION; PARENT PARTICIPATION; PHYSICS EXPERIMENTS; *PROGRAM DESCRIPTIONS; SECONDARY SCHOOL STUDENTS; *SUMMER SCIENCE PROGRAMS; TUTORING; URBAN YOUTH; VOLUNTEERS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.

THE OBJECTIVE OF THE COLORADO MEXICAN-AMERICAN STUDENT PROGRAM WAS TO MOTIVATE CAPABLE MEXICAN AMERICAN STUDENTS TO CONSIDER THE POSSIBILITY OF ATTENDING COLLEGE. STUDENTS FOR THE PROGRAM WERE SELECTED ACCORDING TO THE FOLLOWING CRITERIA: (1) MEXICAN AMERICAN ANCESTRY, (2) COMPLETION OF AT LEAST GRADE 10, (3) PROMISING ACADEMIC POTENTIAL, AND (4) SOME DEGREE OF UNDERACHIEVEMENT. THE PROGRAM, A 4-WEEK SUMMER SESSION FOLLOWING COMPLETION OF GRADE 10, WAS HELD AT THE UNIVERSITY OF COLORADO (BOULDER) AND CONSISTED OF DISCUSSION GROUPS, LECTURES, AND LABORATORIES. THE STAFF CONSISTED OF A DIRECTOR, 3 INSTRUCTORS, AND VARIOUS UNPAID VOLUNTEERS. A CONTINUATION OF THE PROGRAM THROUGH 2 YEARS FOLLOWING THE SUMMER SESSION HAD 4 FUNCTIONS: TO MAINTAIN CONTACT WITH THE STUDENTS AND THEIR PARENTS; TO HELP THE STUDENTS IMPROVE THEIR GRADES BY PROVIDING TUTORING; TO ASSIST STUDENTS IN APPLYING FOR COLLEGE ADMISSION AND FINANCIAL AID; AND TO INFORM SELECTED COLLEGES ABOUT THE PROGRAM AND THE STUDENTS WHO HAVE PARTICIPATED. A FOLLOW-UP STUDY OF THE 21 STUDENTS WHO ENTERED THE PROGRAM IN 1969 SHOWED THAT 12 BEGAN COLLEGE IN THE FALL OF 1971 AND 1 ENTERED A PROFESSIONAL SCHOOL. IT SHOULD BE NOTED THAT, ALTHOUGH THIS PARTICULAR PROGRAM WAS PHYSICS-ORIENTED, THERE IS NO REASON WHY IT SHOULD NOT WORK IN THE FRAMEWORK OF ANY OTHER DISCIPLINE OR WITH ANY OTHER MINORITY GROUP. A RELATED DOCUMENT IS RC005905. (PS)

ACCESSION NUMBER: ED058978

PUBLICATION DATE: 70

TITLE: A SUMMER PROGRAM FOR HISPANO HIGH SCHOOL STUDENTS. A REPORT FOR THE SECOND YEAR, JUNE 15, - JULY 10, 1970.

PERSONAL AUTHOR: SALAZAR, TONY

DESCRIPTOR: *COLLEGE PREPARATION; COUNSELING SERVICES; DISADVANTAGED YOUTH; DISCUSSION GROUPS; INTEREST TESTS; *MEXICAN AMERICANS; MOTIVATION; PARENT PARTICIPATION; PHYSICS EXPERIMENTS; *PROGRAM DESCRIPTIONS; *SECONDARY SCHOOL STUDENTS; *SUMMER SCIENCE PROGRAMS; TUTORING; URBAN YOUTH; VOCATIONAL COUNSELING; VOLUNTEERS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.

THE GOAL FOR THE SECOND YEAR OF THE COLORADO MEXICAN-AMERICAN STUDENT PROGRAM WAS TO MOTIVATE AND INSPIRE A SELECTED NUMBER OF HIGH SCHOOL STUDENTS TO SEEK A COLLEGE EDUCATION. STUDENTS FOR THE PROGRAM WERE SELECTED ACCORDING TO 5 CRITERIA: (1) MEXICAN AMERICAN ANCESTRY, (2) PROMISING ACADEMIC POTENTIAL, (3) COMPLETION OF GRADE 10, (4) AVERAGE OR ABOVE AVERAGE ACHIEVEMENT IN ACADEMIC OR SOCIAL ACTIVITIES, AND (5) SOME DEGREE OF UNDERACHIEVEMENT. PROGRAM CHANGES FOR THE SECOND YEAR INCLUDED MORE TEACHER AND COUNSELOR INVOLVEMENT IN STUDENT SELECTION; AN INCREASE IN THE NUMBER OF STUDENTS PARTICIPATING (FROM 21 TO 26); PAYMENT OF THE PROGRAM DIRECTOR'S SALARY BY THE DENVER PUBLIC SCHOOLS; AND ADMINISTRATION OF VARIOUS VOCATIONAL INTEREST TESTS ADMINISTERED TO THE STUDENTS. THE 4-WEEK SUMMER SESSION CONSISTED OF DISCUSSION GROUPS, LECTURES, AND LABORATORIES ON SUCH TOPICS AS ASTRONOMY, SOCIAL PROTEST, HISPANO HISTORY, PHYSICS, AND PSYCHOLOGY. THE WINTER FOLLOW-UP PROGRAM CONSISTED OF SOCIAL EVENTS AND A TUTORING PROGRAM. THE DOCUMENT CONTAINS A PROGRAM DESCRIPTION AND RESPONSES OF 25 STUDENTS TO AN EVALUATION QUESTIONNAIRE. A RELATED DOCUMENT IS RC005904. (PS)

ACCESSION NUMBER: ED058979

PUBLICATION DATE: 68

TITLE: THE MEXICANS IN AMERICA; A STUDENTS' GUIDE TO LOCALIZED HISTORY. LOCALIZED HISTORY SERIES.

PERSONAL AUTHOR: MCWILLIAMS, CAREY, ED.

DESCRIPTOR: CULTURAL FACTORS; DISADVANTAGED GROUPS; *DISCRIMINATORY ATTITUDES (SOCIAL); EMPLOYMENT; FIELD TRIPS; *HISTORY; *MEXICAN AMERICANS; MIGRATION PATTERNS; MINORITY GROUPS; RACE INFLUENCES; *RESOURCE MATERIALS; SOCIOECONOMIC INFLUENCES; *SPANISH SPEAKING

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 32P.

THE 4 MAIN SECTIONS OF THIS PUBLICATION ARE (1) A SPECIAL MINORITY, WHICH DEALS WITH SETTLEMENT IN THE SOUTHWEST AND HISTORICAL BACKGROUND OF THE HISPANOS; (2) THE GREAT INVASION, WHICH DISCUSSES MEXICAN IMMIGRATION AND HISPANOS AND INDUSTRIAL EMPLOYMENT; (3) THE MEXICAN PROBLEM, WHICH TREATS THE HISPANO "LANGUAGE PROBLEM" AND SOCIAL DISCRIMINATION; AND (4) NEW STIRRINGS IN THE BORDERLANDS, WHICH DEALS WITH HISPANO ACTION AGAINST DISCRIMINATION, POLITICAL ROLE, AND INFLUENCE OF THE SPANISH MEXICAN. A 12-ITEM BIBLIOGRAPHY IS APPENDED. (JB)

AVAILABILITY: TEACHERS COLLEGE PRESS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1234 AMSTERDAM AVE., NEW YORK, NEW YORK 10027 ($1.50)

ACCESSION NUMBER: ED058983

PUBLICATION DATE: DEC 71

TITLE: MEXICAN-AMERICANS AND THE DESEGREGATION OF SCHOOLS IN THE SOUTHWEST.

PERSONAL AUTHOR: SALINAS, GUADALUPE, ED.

DESCRIPTOR: BILINGUAL EDUCATION; CHILD DEVELOPMENT; *COURT LITIGATION; EDUCATIONAL IMPROVEMENT; HISTORY; LAND USE; LAWS; *MEXICAN AMERICANS; *MINORITY GROUPS; *RACIAL SEGREGATION; *SCHOOL INTEGRATION; SCHOOLS; SERVICES; TESTING

IDENTIFIER: SOUTHWEST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 41P.; ARTICLE ORIGINALLY APPEARED IN "HOUSTON LAW REVIEW," VOLUME 8, P 929, 1971

IT IS NOTED IN THIS ARTICLE THAT MEXICAN AMERICAN CHILDREN, COMPRISING THE LARGEST MINORITY STUDENT GROUP IN THE SOUTHWEST (17% OF THE TOTAL ENROLLMENT), HAVE BEEN NEGLECTED BOTH EDUCATIONALLY AND LEGALLY. THUS, "CISNEROS V. CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT" (1970), WHICH ESTABLISHED MEXICAN AMERICANS AS AN IDENTIFIABLE ETHNIC MINORITY GROUP FOR PURPOSES OF PUBLIC SCHOOL DESEGREGATION, IS LOOKED UPON AS PROVIDING A BASIS FOR HOPE FOR BETTER EDUCATION OF MEXICAN AMERICAN CHILDREN. FURTHER LEGALLY ORIENTED DISCUSSION TOPICS INCLUDE THE HISTORICAL BACKGROUND OF THE MEXICAN AMERICAN, DISCRIMINATION IN AREAS OTHER THAN EDUCATION, NON-JUDICIAL RECOGNITION OF MEXICAN AMERICANS, THE CHICANO SCHOOL CASES, FACTORS LEADING TO SEGREGATION OF MEXICAN AMERICAN CHILDREN (I.E., RESIDENTIAL SEGREGATION AND ABILITY GROUPING), AND THE FUTURE OF MEXICAN AMERICAN DESEGREGATION IN TERMS OF THE SOUTHWEST GENERALLY AND "ROSS V ECKELS--THE HOUSTON SITUATION." INCLUDED ARE REFERENCES TO 152 LEGAL CITATIONS. (MJB)

ACCESSION NUMBER: ED058997

PUBLICATION DATE: 15 OCT 71

TITLE: A REPORT OF THE UNIVERSITY OF NEW MEXICO'S COLLEGE ENRICHMENT PROGRAM.

DESCRIPTOR: COLLEGE PREPARATION; COUNSELING; CULTURAL ACTIVITIES; *DISADVANTAGED YOUTH; *ENRICHMENT PROGRAMS; *HIGHER EDUCATION; *MEXICAN AMERICANS; MOTIVATION; ORIENTATION; *RETENTION; STUDENT COLLEGE RELATIONSHIP; TUTORING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 65P.

THE UNIVERSITY OF NEW MEXICO COLLEGE ENRICHMENT PROGRAM (CEP) RECRUITS DISADVANTAGED STUDENTS TO THE CAMPUS, HELPS THEM PREPARE FOR COLLEGE LIFE WITH AN INTENSIVE SUMMER ORIENTATION, HELPS THEM OBTAIN FINANCIAL ASSISTANCE, AND AIDS THEM IN DEALING WITH THE COLLEGE ENVIRONMENT VIA COUNSELING, TUTORING, AND OTHER SUPPORTIVE SERVICES. THE CEP'S IMMEDIATE OBJECTIVE IS TO RETAIN STUDENTS IN COLLEGE. LONG-RANGE GOALS ARE TO INCREASE THE PROPORTION OF DISADVANTAGED STUDENTS AT THE UNIVERSITY, TO HELP THEM COMPLETE THEIR EDUCATION, TO INCREASE THEIR RATE OF ENTRY INTO THE PROFESSIONS, TO AID THE UNIVERSITY IN EXAMINING THE MANNER IN WHICH IT ACTS UPON YOUNG PEOPLE FROM DISADVANTAGED BACKGROUNDS, AND TO AID IN THE DEVELOPMENT OF HUMAN SKILLS AND TO PROMOTE THE APPLICATION OF THOSE SKILLS TO REAL NEEDS. RETENTION RATE IS THE KEY MEASURE USED IN THE EVALUATION OF THE CEP. IN ADDITION, GRADE POINT AVERAGE, DEVELOPMENT OF READING SKILLS, AND DEVELOPMENT OF STUDY ATTITUDES AND STUDY HABITS ARE EXAMINED. EVALUATIVE RESEARCH FINDINGS INDICATE THAT THE CEP HAS HAD SIGNIFICANT INFLUENCE ON THE RETENTION OF DISADVANTAGED STUDENTS AND HAS PROVIDED MAJOR IMPETUS IN MOTIVATING PARTICIPATING STUDENTS TO ATTAIN A COLLEGE DEGREE. (JH)

ACCESSION NUMBER: ED059002

PUBLICATION DATE: JAN 72

TITLE: THE EFFECTS OF TWO TYPES OF GROUP COUNSELING UPON THE ACADEMIC ACHIEVEMENT AND SELF-CONCEPT OF MEXICAN-AMERICAN PUPILS IN THE ELEMENTARY SCHOOL.

PERSONAL AUTHOR: LEO, PAUL F.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; CULTURAL BACKGROUND; *DOCTORAL THESES; *ELEMENTARY SCHOOL STUDENTS; *GROUP COUNSELING; MEASUREMENT INSTRUMENTS; *MEXICAN AMERICANS; SELF CONCEPT; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 143P.; DOCTOR'S DISSERTATION SUBMITTED TO UNIVERSITY OF THE PACIFIC, STOCKTON, CALIFORNIA

A 20-WEEK EXPERIMENTAL STUDY INVESTIGATED EFFECTS OF 2 GROUP COUNSELING TECHNIQUES AS AIDS IN IMPROVEMENT OF ACADEMIC ACHIEVEMENT AND SELF-CONCEPT OF 144 MEXICAN AMERICAN PUPILS FROM THE 4TH, 5TH, AND 6TH GRADES OF 2 ELEMENTARY SCHOOLS. ALSO USED IN THE STUDY WERE RESULTS OF A PILOT PROJECT CONDUCTED WITH MEXICAN AMERICAN PUPILS TO COMPARE THE SEMANTIC DIFFERENTIAL TECHNIQUE AND THE SELF-ESTEEM INVENTORY IN MEASUREMENT OF SELF-CONCEPT. TWO DEPENDENT VARIABLES WERE STUDIED: (1) TOTAL ACADEMIC ACHIEVEMENT ON THE COMPREHENSIVE TEST OF BASIC SKILLS AND SUBTEST SCORES IN READING, LANGUAGE, AND ARITHMETIC AND (2) TOTAL SELF-CONCEPT MEASURED BY THE SEMANTIC DIFFERENTIAL TECHNIQUE AND THE FEELINGS TOWARD NATIONALITY SUBTEST. INDEPENDENT VARIABLES WERE (1) COMPARISON OF THE BICULTURAL GROUP COUNSELING TREATMENT, DESIGNED TO DEVELOP PUPIL PRIDE IN ETHNIC BACKGROUND, AND THE TRADITIONAL GROUP COUNSELING TREATMENT, WHICH PLACED EMPHASIS ON SCHOOL ADJUSTMENT AND IMPROVEMENT IN ACADEMIC ACHIEVEMENT; (2) TREATMENT EFFECTS ON THE SCHOOL ATTENDED; (3) MALE AND FEMALE EFFECTS PRODUCED BY TREATMENTS; AND (4) COMPARISON OF TREATMENT EFFECTS ON FOREIGN-BORN AND NATIVE-BORN PUPILS. THIS LATTER COMPARISON WAS POSSIBLE IN ONLY 1 SCHOOL BECAUSE OF ITS ALMOST EQUAL PROPORTION OF FOREIGN- AND NATIVE-BORN STUDENTS. PRE- AND POST-TEST SCORES WERE ANALYZED USING ANALYSIS OF COVARIANCE. FINDINGS INDICATED THAT NONE OF THE VARIANCES FOR THE TREATMENTS VARIABLE PROVED SIGNIFICANT ALTHOUGH SIGNIFICANT INTERACTIONS WERE FOUND IN SEVERAL CONTROL VARIABLES. THE PILOT STUDY REPORTED A FAIRLY POSITIVE CORRELATION BETWEEN THE SEMANTIC DIFFERENTIAL TECHNIQUE AND THE SELF-ESTEEM INVENTORY FOR MEASUREMENT OF SELF-CONCEPT. (AUTHOR/NQ)

ACCESSION NUMBER: ED059006

PUBLICATION DATE: DEC 71

TITLE: THE DEVELOPMENT OF PRE-READING SKILLS IN AN EXPERIMENTAL KINDERGARTEN PROGRAM.

PERSONAL AUTHOR: STANCHFIELD, JO M.

DESCRIPTOR: *KINDERGARTEN; LISTENING SKILLS; MEXICAN AMERICANS; NEGRO YOUTH; *PREREADING EXPERIENCE; READING DEVELOPMENT; *READING READINESS; *READING RESEARCH; READING SKILLS; SENSORY TRAINING; *SEX DIFFERENCES; VISUAL DISCRIMINATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 15P.; PAPER PRESENTED AT THE NATIONAL READING CONFERENCE, TAMPA, FLORIDA., DEC. 1971

KINDERGARTEN CHILDREN FROM 17 LOS ANGELES, CALIFORNIA, SCHOOLS WERE THE SUBJECTS IN A RESEARCH PROJECT DESIGNED TO MEASURE THE EFFECTS OF A STRUCTURED PREREADING PROGRAM. THE PROGRAM EMPHASIZED SIX TYPES OF READING SKILLS: (1) LISTENING FOR COMPREHENSION, (2) LISTENING FOR AUDITORY DISCRIMINATION, (3) VISUAL DISCRIMINATION, (4) ORAL LANGUAGE SKILLS, (5) MOTOR PERCEPTUAL SKILLS, AND (6) SOUND-SYMBOL CORRESPONDENCE. THE SKILLS WERE TAUGHT IN SMALL GROUPS AND WITH INDEPENDENT ACTIVITIES ACCORDING TO SPECIFIC INSTRUCTIONS IN TEACHERS' MANUALS. THE CHILDREN WERE DIVIDED INTO MATCHED EXPERIMENTAL AND CONTROL GROUPS REPRESENTING VARIED SOCIOECONOMIC BACKGROUNDS. A WIDE VARIETY OF SUPPLEMENTAL MATERIALS WAS USED. GROUP RECITING, CREATIVE STORY TELLING, MUSIC ACTIVITIES, GAMES, AND FIELD TRIPS WERE SOME OF THE ACTIVITIES USED IN TEACHING READING SKILLS. ANALYSIS OF READING READINESS TEST RESULTS SHOWED THAT (1) EXPERIMENTAL GROUPS DID SIGNIFICANTLY BETTER THAN CONTROL GROUPS, (2) GIRLS AS A GROUP DID SIGNIFICANTLY BETTER THAN BOYS, (3) WHITE CHILDREN DID SIGNIFICANTLY BETTER THAN MEXICAN-AMERICAN CHILDREN WHO IN TURN DID BETTER THAN BLACK CHILDREN, AND (4) EXPERIMENTAL GROUPS OF MEXICAN-AMERICAN CHILDREN AND BLACK CHILDREN DID SIGNIFICANTLY BETTER THAN WHITE CONTROL GROUPS. TABLES AND REFERENCES ARE INCLUDED. (AL)

AVAILABILITY: NATIONAL READING CONFERENCE, INC., MARQUETTE UNIVERSITY, 1217 W. WISCONSIN AVE., MILWAUKEE, WIS. 53233

ACCESSION NUMBER: ED059120

PUBLICATION DATE: 69

TITLE: LATIN AMERICA: BOOKS FOR HIGH SCHOOLS. AN ANNOTATED BIBLIOGRAPHY.

PERSONAL AUTHOR: FARRELL, ROBERT V., COMP.; HOHENSTEIN, JOHN F., COMP.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *AREA STUDIES; *CROSS CULTURAL STUDIES; FOREIGN COUNTRIES; FOREIGN CULTURE; *INTERNATIONAL EDUCATION; *LATIN AMERICAN CULTURE; MEXICAN AMERICANS; PUERTO RICAN CULTURE; SECONDARY GRADES; SOCIAL STUDIES; SPANISH AMERICANS; SPANISH CULTURE

IDENTIFIER: LATIN AMERICA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 33P.

THIS BIBLIOGRAPHY, INTENDED FOR USE AS A SELECTION TOOL FOR SOCIAL STUDIES PROGRAMS AND LIBRARIES IN ORDER TO SUPPLY SECONDARY STUDENTS AND TEACHERS WITH RECENT LATIN AMERICAN BOOKS, CONTAINS 171 ANNOTATED BIBLIOGRAPHIC CITATIONS PREPARED BY THE CENTER FOR INTER-AMERICAN RELATIONS AFTER EXAMINATION OF MORE THAN 1200 BOOKS FOR COMPREHENSIVENESS, ACCURACY, USEFULNESS, AND READABILITY. TO EMPHASIZE THE UNITY AND THE DIVERSITY OF LATIN AMERICAN THIS BIBLIOGRAPHY IS DIVIDED INTO TWO SECTIONS: ONE DEALING WITH ASPECTS OF LATIN AMERICA AS A WHOLE, AND THE SECOND COVERING INDIVIDUAL COUNTRIES OR GEOGRAPHICAL AREAS. PART ONE, ARRANGED BY SUBJECT, DEALS WITH GENERAL WORKS, GEOGRAPHY, HISTORY, CULTURE, LITERATURE, IDEAS, ECONOMICS, POLITICS, HEMISPHERE RELATIONS, SOCIOLOGY, AND THE DYNAMICS OF SOCIAL CHANGE. PART TWO, ARRANGED BY GEOGRAPHIC AREA, COVERS THE COUNTRIES FROM MEXICO AND THE CARIBBEAN SOUTHWARD TO CHILE AND ARGENTINA. COMPLETE BIBLIOGRAPHIC INFORMATION IS PROVIDED, WITH EMPHASIS ON AVAILABILITY AND PRICE. SPECIAL FEATURES INCLUDE AN INDICATION OF THE READING LEVEL FOR YOUNGER, AVERAGE AND BETTER STUDENTS; THE MARKING OF BOOKS THAT ARE ESPECIALLY USEFUL WITH ASTERISKS; A SHORT LIST OF REFERENCE SOURCES FOR TEACHERS AND LIBRARIES; AND, AUTHOR AND SUBJECT INDICES. (AUTHOR/SJM)

AVAILABILITY: CENTER FOR INTER-AMERICAN RELATIONS, INC., 680 PARK AVENUE, NEW YORK, NEW YORK 10021 (SINGLE COPIES, NO CHARGE)

ACCESSION NUMBER: ED059636

PUBLICATION DATE: OCT 71

TITLE: KINDERGARTEN BILINGUAL RESOURCE HANDBOOK.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; CULTURAL BACKGROUND; *CURRICULUM DESIGN; EDUCATIONAL OBJECTIVES; EDUCATIONAL PHILOSOPHY; EDUCATIONAL RESOURCES; *EDUCATIONAL STRATEGIES; ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL AIDS; INSTRUCTIONAL MATERIALS; *KINDERGARTEN; LANGUAGE PROGRAMS; *LEARNING ACTIVITIES; PRIMARY GRADES; SECOND LANGUAGE LEARNING; SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 194P.

THIS CURRICULUM BULLETIN HAS BEEN DEVELOPED TO ASSIST KINDERGARTEN TEACHERS WHO WORK WITH BILINGUAL FIVE-YEAR-OLDS. IT CONTAINS ACTIVITIES WHICH ARE APPROPRIATE FOR THIS AGE WHICH RELATE TO HIS CULTURAL BACKGROUND AND WHICH DEAL WITH CONCEPTS WITHIN HIS IMMEDIAGE RANGE OF EXPERIENCES. THE HANDBOOK INCLUDES DETAILS ON SUCH TOPICS AS EARLY CHILDHOOD EDUCATION AND THE BILINGUAL APPROACH, CURRICULUM DESIGN, CHARACTERISTICS OF THE FIVE-YEAR-OLD, ACTIVITIES OF TEACHER AIDES, SUGGESTIONS FOR BULLETIN BOARDS AND ROOM ARRANGEMENTS, SUGGESTED DAILY SCHEDULES AND PLANS, STRATEGIES AND SUGGESTIONS, RESOURCE AND ACTIVITY UNITS, RESOURCE MATERIAL IN SPANISH, AND THE CONSTRUCTION OF VARIOUS TEACHING AIDS. A BIBLIOGRAPHY IS INCLUDED. (AUTHOR/VM)

ACCESSION NUMBER: ED059637

PUBLICATION DATE: OCT 71

TITLE: MI TERCER LIBRO DE MAQUINAS SIMPLES: LA RUEDA Y LA POLEA. ESCUELA INTERMEDIA GRADOS 7, 8 Y 9 (MY THIRD BOOK OF SIMPLE MACHINES: THE WHEEL AND THE PULLEY. INTERMEDIATE SCHOOL GRADES 7, 8, AND 9).

PERSONAL AUTHOR: ALVARADO, PATRICIO R.; MONTALVO, LUIS

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; ENERGY; FORCE; INSTRUCTIONAL MATERIALS; *JUNIOR HIGH SCHOOL STUDENTS; KINETICS; LEARNING ACTIVITIES; MOTION; *PHYSICAL SCIENCES; PHYSICS; PHYSICS CURRICULUM; SCIENCE EXPERIMENTS; *SCIENCE INSTRUCTION; *SPANISH SPEAKING; TEXTBOOKS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 25P.

THIS IS THE THIRD BOOK IN A FIVE-BOOK PHYSICAL SCIENCE SERIES ON SIMPLE MACHINES. THE BOOKS ARE DESIGNED FOR SPANISH-SPEAKING JUNIOR HIGH SCHOOL STUDENTS. THIS VOLUME EXPLAINS PRINCIPLES GOVERNING WHEELS AND PULLEYS BY SUGGESTING EXPERIMENTS AND POSING QUESTIONS CONCERNING DRAWINGS IN THE BOOK WHICH ILLUSTRATE THE SCIENTIFIC PRINCIPLES. FRICTION IS ALSO EXPLAINED IN THIS VOLUME. ANSWERS TO THE QUESTIONS ARE PROVIDED IN THE BOOK; AN EVALUATION EXAM IS ALSO INCLUDED. FOR OTHER BOOKS IN THE SERIES, SEE FL 002 898, FL 002 899, FL 002 900, AND FL 002 901. (VM)

ACCESSION NUMBER: ED059638

PUBLICATION DATE: OCT 71

TITLE: MI PRIMER LIBRO DE MAQUINAS SIMPLES: TRABAJO Y FUERZA. ESCUELA INTERMEDIA GRADOS 7, 8 Y 9 (MY FIRST BOOK OF SIMPLE MACHINES: WORK AND FORCE. INTERMEDIATE SCHOOL GRADES 7, 8, AND 9).

PERSONAL AUTHOR: ALVARADO, PATRICIO R.; MONTALVO, LUIS

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; ENERGY; FORCE; INSTRUCTIONAL MATERIALS; *JUNIOR HIGH SCHOOL STUDENTS; KINETICS; LEARNING ACTIVITIES; MOTION; *PHYSICAL SCIENCES; PHYSICS; PHYSICS CURRICULUM; SCIENCE EXPERIMENTS; *SCIENCE INSTRUCTION; *SPANISH SPEAKING; TEXTBOOKS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 18P.

THIS IS THE FIRST BOOK IN A FIVE-BOOK PHYSICAL SCIENCE SERIES ON SIMPLE MACHINES. THE BOOKS ARE DESIGNED FOR SPANISH-SPEAKING JUNIOR HIGH SCHOOL STUDENTS. THIS VOLUME DEFINES FORCE AND WORK BY SUGGESTING EXPERIMENTS AND POSING QUESTIONS CONCERNING DRAWINGS IN THE BOOK WHICH ILLUSTRATE SCIENTIFIC PRINCIPLES. ANSWERS TO THE QUESTIONS ARE PROVIDED; AN EVALUATION EXAM IS ALSO INCLUDED. FOR OTHER BOOKS IN THE SERIES, SEE FL 002 897, FL 002 899, FL 002 900, AND FL 002 901. (VM)

ACCESSION NUMBER: ED059639

PUBLICATION DATE: OCT 71

TITLE: MI CUARTO LIBRO DE MAQUINAS SIMPLES: OTRAS MODIFICACIONES DE LA RUEDA. ESCUELA INTERMEDIA GRADOS 7, 8 Y 9 (MY FOURTH BOOK OF SIMPLE MACHINES: OTHER MODIFICATIONS OF THE WHEEL. INTERMEDIATE SCHOOL GRADES 7, 8, AND 9).

PERSONAL AUTHOR: ALVARADO, PATRICIO R.; MONTALVO, LUIS

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; ENERGY; FORCE; INSTRUCTIONAL MATERIALS; *JUNIOR HIGH SCHOOL STUDENTS; KINETICS; LEARNING ACTIVITIES; MOTION; *PHYSICAL SCIENCES; PHYSICS; PHYSICS CURRICULUM; SCIENCE EXPERIMENTS; *SCIENCE INSTRUCTION; *SPANISH SPEAKING; TEXTBOOKS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 22P.

THIS IS THE FOURTH BOOK IN A FIVE-BOOK PHYSICAL SCIENCE SERIES ON SIMPLE MACHINES. THE BOOKS ARE DESIGNED FOR SPANISH-SPEAKING JUNIOR HIGH SCHOOL STUDENTS. THIS VOLUME EXPLAINS FURTHER REFINEMENTS OF THE WHEEL WHICH IS INTRODUCED IN VOLUME THREE. THE FOURTH VOLUME EXPLAINS PRINCIPLES BEHIND GEARS AND THE RELATIONSHIP BETWEEN VELOCITY AND FORCE BY SUGGESTING EXPERIMENTS AND POSING QUESTIONS CONCERNING DRAWINGS IN THE BOOK WHICH ILLUSTRATE THE SCIENTIFIC PRINCIPLES. PROPELLORS ARE ALSO CONSIDERED. ANSWERS TO THE QUESTIONS ARE PROVIDED IN THE BOOK; AN EVALUATION EXAM IS ALSO INCLUDED. FOR OTHER BOOKS IN THE SERIES, SEE FL 002 897, FL 002 898, FL 002 900, AND FL 002 901. (VM)

ACCESSION NUMBER: ED059640

PUBLICATION DATE: OCT 71

TITLE: MI SEGUNDO LIBRO DE MAQUINAS SIMPLES: LAS PALANCAS. ESCUELA INTERMEDIA GRADOS 7, 8 Y 9 (MY SECOND BOOK OF SIMPLE MACHINES: LEVERS. INTERMEDIATE SCHOOL GRADES 7, 8, AND 9).

PERSONAL AUTHOR: ALVARADO, PATRICIO R.; MONTALVO, LUIS

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; ENERGY; FORCE; INSTRUCTIONAL MATERIALS; *JUNIOR HIGH SCHOOL STUDENTS; KINETICS; LEARNING ACTIVITIES; MOTION; *PHYSICAL SCIENCES; PHYSICS; PHYSICS CURRICULUM; SCIENCE EXPERIMENTS; *SCIENCE INSTRUCTION; *SPANISH SPEAKING; TEXTBOOKS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 25P.

THIS IS THE SECOND BOOK IN A FIVE-BOOK PHYSICAL SCIENCE SERIES ON SIMPLE MACHINES. THE BOOKS ARE DESIGNED FOR SPANISH-SPEAKING JUNIOR HIGH SCHOOL STUDENTS. BY SUGGESTING EXPERIMENTS AND POSING QUESTIONS CONCERNING DRAWINGS IN THE BOOK WHICH ILLUSTRATE THE SCIENTIFIC PRINCIPLES, THIS BOOK EXPLAINS THE WORKINGS OF THREE TYPES OF LEVERS. RESISTANCE IS ALSO EXPLAINED. ANSWERS TO THE QUESTIONS ARE PROVIDED IN THE BOOK, AND AN EVALUATION EXAM IS ALSO INCLUDED. FOR OTHER BOOKS IN THE SERIES, SEE FL 002 897, FL 002 898, FL 002 899, AND FL 002 901. (VM)

ACCESSION NUMBER: ED059641

PUBLICATION DATE: OCT 71

TITLE: MI QUINTO LIBRO DE MAQUINAS SIMPLES: EL PLANO INCLINADO. ESCUELA INTERMEDIA GRADOS 7, 8 Y 9 (MY FIFTH BOOK OF SIMPLE MACHINES: THE INCLINED PLANE. INTERMEDIATE SCHOOL GRADES 7, 8, AND 9).

PERSONAL AUTHOR: ALVARADO, PATRICIO R.; MONTALVO, LUIS

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; ENERGY; FORCE; INSTRUCTIONAL MATERIALS; *JUNIOR HIGH SCHOOL STUDENTS; KINETICS; LEARNING ACTIVITIES; MOTION; *PHYSICAL SCIENCES; PHYSICS; PHYSICS CURRICULUM; SCIENCE EXPERIMENTS; *SCIENCE INSTRUCTION; *SPANISH SPEAKING; TEXTBOOKS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

THIS IS THE FIFTH BOOK IN A FIVE-BOOK PHYSICAL SCIENCE SERIES ON SIMPLE MACHINES. THE BOOKS ARE DESIGNED FOR SPANISH-SPEAKING JUNIOR HIGH SCHOOL STUDENTS. THIS VOLUME EXPLAINS THE PRINCIPLES AND SOME OF THE USES OF INCLINED PLANES, AS THEY APPEAR IN SIMPLE MACHINES, BY SUGGESTING EXPERIMENTS AND POSING QUESTIONS CONCERNING DRAWINGS IN THE BOOK WHICH ILLUSTRATE THE PRINCIPLES. ANSWERS TO THE QUESTIONS ARE PROVIDED IN THE BOOK; AN EVALUATION EXAM IS ALSO INCLUDED. FOR OTHER BOOKS IN THE SERIES, SEE FL 002 897, FL 002 898, FL 002 899, AND FL 002 900. (VM)

ACCESSION NUMBER: ED059803

PUBLICATION DATE: 71

TITLE: LANGUAGE ARTS ACTIVITIES AND RESOURCES RELATED TO LATIN-AMERICAN CULTURE FOR GRADES 3-6.

DESCRIPTOR: ART; *LANGUAGE ARTS; *LEARNING ACTIVITIES; MUSIC; ORAL COMMUNICATION; READING; SOCIAL STUDIES; *SPANISH CULTURE; *SPANISH SPEAKING; *TEACHING GUIDES; WRITING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 83P.

RESOURCES FROM VARIOUS SUBJECT AREAS ARE ORGANIZED IN ONE PUBLICATION FOR USE BY TEACHERS IN ELEMENTARY SCHOOLS HAVING A CONSIDERABLE ENROLLMENT OF CHILDREN WHO ARE SPANISH SPEAKING AND OF LATIN AMERICAN DESCENT. THE GENERAL PURPOSE OF THE LEARNING EXPERIENCES DESCRIBED IS TO HELP CHILDREN ACHIEVE IN THE AREAS OF ORAL COMMUNICATION SKILLS, READING, AND WRITING EXPRESSION. BASIC OBJECTIVES ARE TO HELP LATIN AMERICAN CHILDREN APPRECIATE AND DEVELOP PRIDE IN THEIR CULTURAL HERITAGE AND TO INTRODUCE TO ALL CHILDREN THE GRATIFYING AND RICHLY REWARDING EXPERIENCE THAT COMES FROM AN AWARENESS AND UNDERSTANDING OF ANOTHER CULTURE. IN ADDITION TO LANGUAGE ARTS ACTIVITIES, LEARNING EXPERIENCES IN ART, MUSIC, AND SOCIAL STUDIES RELATING TO THE SPANISH CULTURE ARE ALSO PRESENTED. A LIST OF AUDIOVISUAL MATERIALS AND A BIBLIOGRAPHY OF REFERENCE MATERIALS FOR TEACHERS ARE APPENDED. (JH)

ACCESSION NUMBER: ED059814

PUBLICATION DATE: 71

TITLE: THE NEW LIFE--LA VIDA NUEVA: THE MEXICAN AMERICANS TODAY.

PERSONAL AUTHOR: DOBRIN, ARNOLD

DESCRIPTOR: AMERICAN CULTURE; AMERICAN INDIANS; BIAS; *BOOKS; *CULTURAL BACKGROUND; EDUCATION; HUMAN GEOGRAPHY; LAND SETTLEMENT; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; POLITICS; SOCIALIZATION; *SPANISH AMERICANS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 109P.

EMPHASIZING PRESENT-DAY CHICANOS, THIS BOOK RELATES THE "NEW LIFE" OF MEXICAN AMERICANS THROUGHOUT THE UNITED STATES BUT WITH PARTICULAR REFERENCE TO THE SOUTHWEST. A VIEW OF MEXICAN AMERICAN COMMUNITIES AND THEIR PEOPLES' FEELINGS ABOUT PREJUDICE, EDUCATION, AND POLITICS IS PRESENTED. THE BOOK CONTAINS NARRATIVE SKETCHES ON INDIVIDUALS INVOLVED WITH THE MEXICAN AMERICAN COMMUNITY--INCLUDING A SOCIAL WORKER, A PRIEST, AN ARTIST, AND A TEACHER. AMONG THE CONTENT HEADINGS ARE WE ARE CHICANOS, MEXICO BEFORE THE CONQUEST, IF YOU REALLY WANT TO DO IT, THE FAMILY IS IMPORTANT, DOING SOMETHING THAT COUNTS, AS WE WORK TOGETHER, MEXICANS BECOME AMERICANS, ENGLISH VS. SPANISH, A HELPING HAND AT SCHOOL, A PROUD HERITAGE, I AM SURE OF MYSELF, NOSOTROS-WE, A LEADER FOR LA RAZA, THE DOCTRINE OF NONVIOLENCE, LIVING OFF THE SAME VINE, WE WERE ALL AMERICANS, BARRIERS MUST COME DOWN, A NEW THRUST TO THE FUTURE, AND, EACH ONE IS NEEDED. INCLUDED ARE A 13-ITEM GUIDE TO FURTHER READING AND A SUBJECT INDEX. (MJB)

AVAILABILITY: DODD, MEAD & COMPANY, 79 MADISON AVE., NEW YORK, N. Y. 10016 ($3.95)

ACCESSION NUMBER: ED059818

PUBLICATION DATE: 70

TITLE: REPORTS: "BILINGUAL EDUCATION: THE STATUS OF THE ART, 1970" (7TH ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL FOR BILINGUAL EDUCATION, EL PASO, TEXAS, NOVEMBER 20-21, 1970).

PERSONAL AUTHOR: STUBING, C. H.; AND OTHERS

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; *CONFERENCE REPORTS; LINGUISTICS; *MEXICAN AMERICANS; PROGRAM DEVELOPMENT; *TEACHER EDUCATOR EDUCATION; TEACHING; TEACHING SKILLS; THEORIES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 82P.

A REPORT ON THE STATUS OF BILINGUAL EDUCATION DURING 1970, THIS DOCUMENT IS COMPOSED OF PRESENTATIONS FROM THE 7TH ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL FOR BILINGUAL EDUCATION. PAPERS INCLUDED ARE ENTITLED BILINGUAL/BICULTURAL EDUCATION: OUR MISSION IN THE 70'S, BILINGUAL EDUCATION--THEORY AND PRACTICE, DISCREPANCIES BETWEEN THEORY AND PRACTICE, GETTING A HANDLE ON THE ATTAINABLE, AND, THE MEASUREMENT OF LINGUISTIC AND CULTURAL PHENOMENA. A SECTION ENTITLED INCREASING TEACHER PROFICIENCY IN THE EDUCATION OF MEXICAN-AMERICAN YOUTH DESCRIBES A PROPOSED PROGRAM TO INCREASE THE PROFICIENCY OF BILINGUAL TEACHERS; THIS SECTION PROVIDES A DESCRIPTION OF THE PROGRAM (TO BE IMPLEMENTED AT THE UNIVERSITY OF TEXAS AT EL PASO) IN TERMS OF RATIONALE, GOALS, PROGRAM OF INSTRUCTION, AND STRATEGIES FOR RECRUITMENT. ALSO INCLUDED ARE 6 PARADIGMS RELATING TO THE PROPOSED PROGRAM. (MJB)

AVAILABILITY: PUBLICATIONS MANAGER, BOX 3 L, DEPARTMENT OF FOREIGN LANGUAGES, NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NEW MEXICO 88001 ($2.75)

ACCESSION NUMBER: ED059821

PUBLICATION DATE: 71

TITLE: A DOCUMENTARY HISTORY OF THE MEXICAN AMERICANS.

PERSONAL AUTHOR: MOQUIN, WAYNE, ED.; VAN DOREN, CHARLES, ED.

DESCRIPTOR: AMERICAN INDIANS; *CULTURAL BACKGROUND; EDUCATION; EMPLOYMENT; GOVERNMENT ROLE; *IMMIGRANTS; LABOR MARKET; *MEXICAN AMERICAN HISTORY; *MIGRATION; *RACIAL INTEGRATION; RACIAL SEGREGATION; SOCIOCULTURAL PATTERNS; SOCIOECONOMIC BACKGROUND

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 399P.

A DOCUMENTARY HISTORY OF THE MEXICAN AMERICANS FROM 1536 TO 1970 IS PRESENTED IN THIS BOOK CONSISTING OF 65 DOCUMENTS ARRANGED CHRONOLOGICALLY AND DIVIDED INTO 5 MAIN CHAPTERS THAT DEAL WITH THE PERIODS OF (1) THE SPANISH RULE, (2) MEXICO'S RULE OVER THE SOUTHWEST, (3) THE ANGLO AMERICAN TAKE-OVER OF THE SOUTHWEST AND ITS INTEGRATION INTO THE SOCIETY AND ECONOMY OF THE UNITED STATES, (4) THE MEXICAN IMMIGRATION TO THE UNITED STATES DURING 1911-1939, AND (5) THE REAWAKENING OF LA RAZA FROM 1940 TO 1970. (NQ)

AVAILABILITY: PRAEGER PUBLISHERS, 111 FOURTH AVENUE, NEW YORK, N.Y. 10003 ($13.50)

ACCESSION NUMBER: ED059822

PUBLICATION DATE: 71

TITLE: KEYS TO THE ELEMENTARY SCHOOL ENVIRONMENT (WITH SUBGROUP REFERENCE NORMS): HOW CHILDREN PERCEIVE THEIR SCHOOL ENVIRONMENT.

PERSONAL AUTHOR: CASKEY, OWEN L.; WEBB, DORIS J.

DESCRIPTOR: ADMINISTRATOR ATTITUDES; *ANGLO AMERICANS; COMPARATIVE ANALYSIS; *ELEMENTARY SCHOOL STUDENTS; EVALUATION; FACTOR ANALYSIS; GROUP NORMS; *MEXICAN AMERICANS; *NEGROES; PERCEPTION; *SCHOOL ENVIRONMENT; STUDENT ATTITUDES; STUDENT SCHOOL RELATIONSHIP; TEACHER ATTITUDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 199P.

THE OBJECTIVE OF THE STUDY WAS "TO DETERMINE HOW THE ELEMENTARY SCHOOL CHILD EVALUATES HIS SCHOOL ENVIRONMENT THROUGH A COMPARISON OF THE SCHOOL AS HE SEES IT WITH HOW PROFESSIONAL EDUCATION INTENDS IT TO BE." THE "KEYS TO ELEMENTARY SCHOOL ENVIRONMENT," AN INSTRUMENT DESIGNED TO MEASURE THE ENVIRONMENTAL PRESS AS PERCEIVED BY ELEMENTARY SCHOOL PUPILS, WAS ADMINISTERED TO OVER 5,000 FIFTH- AND SIXTH-GRADE PUPILS IN 43 TEXAS SCHOOLS. TEN SERIES OF STATEMENTS WERE UTILIZED TO REPRESENT ASPECTS OF SCHOOL ENVIRONMENT WHICH WOULD CONTRIBUTE TO THE FOLLOWING 10 AREAS OF PRESS: INTELLECTUAL IMPROVEMENT, HEALTH AND PHYSICAL FITNESS, SOCIAL RELATIONSHIPS, MORAL AND SPIRITUAL VALUES, HOME-SCHOOL RELATIONSHIPS, VOCATIONAL ASPIRATIONS, CIVIC RESPONSIBILITY, AESTHETIC APPRECIATION, ACCEPTANCE AND EMOTIONAL SECURITY, AND INDEPENDENCE. SCORES OF THE SUBJECTS ON THE 120 QUESTIONS WERE SUBJECTED TO FACTOR ANALYSIS WHICH YIELDED 10 ROTATED FACTORS THAT ACCOUNTED FOR APPROXIMATELY ONE-HALF OF THE VARIANCE. COMPARISONS WERE MADE BETWEEN PUPIL RESPONSES BY GRADE, ETHNIC GROUP, SEX, PARTICIPATION OR NONPARTICIPATION IN TITLE I PROGRAMS, AND ABILITY GROUP. THE DOCUMENT CONTAINS FORM E OF THE INSTRUMENT USED AND DIRECTIONS FOR ITS ADMINISTRATION; TABULATIONS OF PUPIL RESPONSES AND PRESS DIFFERENCES; A TABLE ON PERCENTAGES OF TEACHERS, ADMINISTRATORS, AND TOTAL PUPILS REFLECTING PRESS; AND SUBGROUP REFERENCE NORMS AND INSTRUCTIONS FOR PLOTTING PROFILES TO ENABLE COMPARISON OF RESPONSES WITH PREVIOUSLY COLLECTED DATA. (JH)

ACCESSION NUMBER: ED059827

PUBLICATION DATE: AUG 71

TITLE: VARIABLES AFFECTING ACHIEVEMENT OF MIDDLE SCHOOL MEXICAN AMERICAN STUDENTS.

PERSONAL AUTHOR: HERNANDEZ, NORMA G.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ACCULTURATION; ATTITUDES; COMMUNITY INVOLVEMENT; CULTURAL FACTORS; *CURRICULUM DESIGN; GUIDANCE; INTELLIGENCE QUOTIENT; LANGUAGE HANDICAPS; *LITERATURE REVIEWS; *MEXICAN AMERICANS; PHYSICAL HEALTH; PSYCHOLOGICAL CHARACTERISTICS; SOCIOECONOMIC INFLUENCES; *STUDENT NEEDS; TEACHER EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 81P.

LITERATURE PERTAINING TO RESEARCH DONE ON ACADEMIC ACHIEVEMENT OF MEXICAN AMERICAN STUDENTS IS REVIEWED IN THIS PAPER. THE LITERATURE DEALS WITH SUCH VARIABLES AS SOCIOECONOMIC, PHYSICAL, PSYCHOLOGICAL, AND CULTURAL ASPECTS; LANGUAGE FACTORS; ATTITUDES; LANGUAGE DEVELOPMENT; AND ENVIRONMENT. A 15-PAGE DISCUSSION OF RECOMMENDATIONS FOR IMPROVING CURRICULUM, INSTRUCTION, AND TEACHER EDUCATION FOR EDUCATING THE MEXICAN AMERICAN IS INCLUDED. ALSO INCLUDED IS A BIBLIOGRAPHY CONTAINING OVER 200 RELEVANT CITATIONS. (NQ)

ACCESSION NUMBER: ED059828

PUBLICATION DATE: 72

TITLE: TEACHERS OF MIDDLE SCHOOL MEXICAN AMERICAN CHILDREN: INDICATORS OF EFFECTIVENESS AND IMPLICATIONS FOR TEACHER EDUCATION.

PERSONAL AUTHOR: KLINGSTEDT, JOE LARS

DESCRIPTOR: BIBLIOGRAPHIC CITATIONS; *EFFECTIVE TEACHING; *EVALUATION TECHNIQUES; INDIVIDUAL CHARACTERISTICS; *LITERATURE REVIEWS; *MEXICAN AMERICANS; MICROTEACHING; TEACHER ATTITUDES; *TEACHER EDUCATION; TEACHING PROCEDURES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 47P.

A SUMMARY OF RESEARCH AND RELATED LITERATURE ON THE PROBLEM OF IDENTIFYING INDICATORS OF TEACHER EFFECTIVENESS, THIS PUBLICATION IS DIVIDED INTO 3 SECTIONS: (1) TRADITIONAL INDICATORS OF TEACHER EFFECTIVENESS IN TERMS OF GOOD TEACHING PROCEDURES (E.G., POSITIVE REINFORCEMENT) AND DESIRABLE PERSONALITY CHARACTERISTICS (E.G., ABILITY TO SET A FAVORABLE CLIMATE FOR TEACHING); (2) NEW TRENDS IN IDENTIFYING INDICATORS OF TEACHER EFFECTIVENESS (E.G., DEVELOPMENT OF SYSTEMS MODELS AND MICROTEACHING); AND (3) IMPLICATIONS FOR TEACHER EDUCATION IN THE FORM OF A TEACHER EDUCATION MODEL--WITH SUGGESTIONS FOR FURTHER STUDY. A BIBLIOGRAPHY OF 83 CITATIONS IS INCLUDED. (NQ)

ACCESSION NUMBER: ED059829

PUBLICATION DATE: 68

TITLE: VALUE CONFLICTS EXPERIENCED BY MEXICAN-AMERICAN STUDENTS.

PERSONAL AUTHOR: RAMIREZ, MANUAL, III

DESCRIPTOR: *CULTURE CONFLICT; DISCUSSION GROUPS; *DROPOUT RESEARCH; EDUCATIONAL ATTITUDES; *MEXICAN AMERICANS; PARENT ATTITUDES; RACIAL INTEGRATION; SECONDARY SCHOOL STUDENTS; SOCIOECONOMIC BACKGROUND; *STUDENT ATTITUDES; TEACHER EDUCATION; *VALUES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 11P.

THE OBJECT OF THIS STUDY, CONDUCTED IN A NORTHERN CALIFORNIA CITY SCHOOL DISTRICT, WAS TO FIND EVIDENCE OF CULTURAL VALUE CONFLICTS EXPERIENCED BY MEXICAN AMERICAN SECONDARY SCHOOL STUDENTS OF LOW SOCIOECONOMIC BACKGROUND. THOSE STUDENTS EXPERIENCING THE MOST DIFFICULTY IN ADJUSTING TO THE SCHOOL SETTING AND THUS MOST LIKELY TO BE DROPOUTS WERE INTERVIEWED, OBSERVED IN CLASS, AND ASKED TO TELL STORIES ABOUT PICTURES DEPICTING STUDENTS, TEACHERS, AND PARENTS INTERACTING IN A SCHOOL SETTING. STORIES TOLD ABOUT THESE PICTURES REVEALED MEXICAN AMERICAN VALUE CONFLICTS IN TERMS OF SUCH FACTORS AS LOYALTY TO FAMILY AND ETHNIC GROUP, FEMALE MODESTY, MACHISMO, THE ROLE OF EDUCATION, AND SEPARATION OF SEX ROLES. THIS PAPER CONTAINS DISCUSSIONS OF 8 MEXICAN AMERICAN VALUES FOUND TO CONFLICT MOST OFTEN WITH THE VALUE SYSTEM OF SCHOOLS, ALONG WITH AN ACCOMPANYING STORY FOR EACH AS TOLD BY MEXICAN AMERICAN STUDENTS; ALSO CONTAINED ARE 1-PARAGRAPH DISCUSSIONS OF 4 MEASURES THAT COULD BE INSTITUTED TO HELP ALLEVIATE VALUE CONFLICTS. (NQ)

ACCESSION NUMBER: ED059830

PUBLICATION DATE: JUN 71

TITLE: LISTING OF RESOURCE MATERIAL CONCERNED WITH THE SPANISH-SPEAKING.

PERSONAL AUTHOR: GUERRA, MANUEL H.; AND OTHERS

DESCRIPTOR: AUDIOVISUAL AIDS; *BIBLIOGRAPHIES; BOOKS; EDUCATIONAL OPPORTUNITIES; EDUCATIONAL RESOURCES; GOVERNMENT ROLE; HIGHER EDUCATION; INTERGROUP RELATIONS; *LANGUAGE INSTRUCTION; *MEXICAN AMERICANS; MIGRANT CHILD EDUCATION; REFERENCE MATERIALS; *RESOURCE MATERIALS; *SPANISH SPEAKING; SPEECHES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 37P.

AN ENUMERATION OF TEACHING-LEARNING RESOURCES PERTAINING TO SPANISH-SPEAKING GROUPS IN AMERICA, THIS PUBLICATION CONTAINS A 40-ITEM SELECTED BIBLIOGRAPHY ON MEXICAN AMERICANS, A LIST OF 150 SOURCES OF GENERAL INFORMATION, OVER 60 CITATIONS OF SELECTED MATERIALS, AND A 28-ITEM LIST OF MIGRANT EDUCATION MATERIALS. THE RESOURCES CITED ENCOMPASS CHILDREN'S AND ADULTS' BOOKS, MEETINGS, PERIODICALS, AUDIOVISUAL AIDS, EDUCATIONAL OPPORTUNITIES, ORGANIZATIONS AND FEDERAL PROGRAMS CONCERNED WITH THE SPANISH-SPEAKING, BIBLIOGRAPHIES, ARTICLES, SPEECHES, AND TEXTBOOKS. SOME OF THE BIBLIOGRAPHIC CITATIONS ARE ANNOTATED. ALSO INCLUDED IS AN ARTICLE ON THE LANGUAGE-INSTRUCTION PROGRAMS FOR SPANISH-SPEAKING LEARNERS IN CALIFORNIA, AS RELATED TO INTERGROUP RELATIONS. (NQ)

ACCESSION NUMBER: ED060156

PUBLICATION DATE: NOV 71

TITLE: COGNITIVE TEST PERFORMANCE OF SPANISH-AMERICAN PRIMARY-SCHOOL CHILDREN: A LONGITUDINAL STUDY. FINAL REPORT.

PERSONAL AUTHOR: KILLIAN, L. R.

DESCRIPTOR: BILINGUALISM; *COGNITIVE DEVELOPMENT; COMPREHENSION DEVELOPMENT; EDUCATIONAL DIAGNOSIS; *ELEMENTARY SCHOOL STUDENTS; ETHNIC GROUPS; LEARNING DIFFICULTIES; *LEARNING DISABILITIES; LONGITUDINAL STUDIES; *SOCIOECONOMIC STATUS; SPANISH AMERICANS; *SPANISH SPEAKING

IDENTIFIER: BENDER VISUAL-MOTOR GESTALT TEST; ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES; ITPA; WECHSLER INTELLIGENCE SCALE FOR CHILDREN; WISC

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.

A TWENTY-SIX-MONTH FOLLOW-UP STUDY WAS MADE OF 75 ANGLO- AND SPANISH-AMERICAN PRIMARY SCHOOL CHILDREN WHO WERE EXAMINED ON THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN, THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, AND THE BENDER VISUAL-MOTOR GESTALT TEST IN ORDER TO DETERMINE THE SPECIFIC COGNITIVE DEFICITS WHICH MIGHT ACCOUNT FOR THE POOR SCHOOL PERFORMANCE OF SPANISH-AMERICAN SCHOOL CHILDREN. AFTER THREE YEARS OF SCHOOLING THE CHILDREN WERE FOUND TO BE DEFICIENT IN VERBAL COMPREHENSION BUT HAVE NO DEFICITS IN SHORT-TERM MEMORY, ARITHMETIC, OR PERCEPTUAL ORGANIZATION. BILINGUALISM DOES NOT APPEAR TO BE AS IMPORTANT AS ETHNIC STATUS. THERE IS SOME SUPPORT FOR TREATING SPANISH-AMERICAN CHILDREN AS A SINGLE GROUP. IF THEY ARE TO BE SUBDIVIDED, IT IS PROBABLY MORE IMPORTANT TO CONSIDER THE WHOLE COMPLEX OF VARIABLES MAKING UP THE ETHNIC CLASS RATHER THAN JUST BILINGUALISM. REMEDIAL EFFORTS IN THE COGNITIVE AREA WITH THIRD AND FOURTH GRADE SPANISH-AMERICAN CHILDREN SHOULD CONCENTRATE UPON VOCABULARY, GENERAL INFORMATION, VERBAL ANALOGIES, EXPERIENCE WITH A WIDE RANGE OF SOCIAL SITUATIONS AND THEIR CORRESPONDING RULES, VERBAL CLASSIFYING PROCEDURES, AND GRAMMATICAL FORM. (AUTHOR/LM)

ACCESSION NUMBER: ED060397

PUBLICATION DATE: 72

TITLE: EARLY CHILDHOOD PROGRAMS FOR NON-ENGLISH-SPEAKING CHILDREN. PREP-31.

PERSONAL AUTHOR: BERNBAUM, MARCIA

DESCRIPTOR: ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES; BILINGUALISM; *BILINGUAL STUDENTS; COMMUNITY INFLUENCE; *EARLY CHILDHOOD EDUCATION; *ENGLISH (SECOND LANGUAGE); GUIDELINES; INSTRUCTIONAL AIDS; LANGUAGE RESEARCH; LITERATURE REVIEWS; NAVAHO; *NON ENGLISH SPEAKING; *PRESCHOOL CHILDREN; PSYCHOLINGUISTICS; RESOURCE MATERIALS; SOCIAL PSYCHOLOGY; SOCIOLINGUISTICS; SPANISH SPEAKING; TEACHING GUIDES; TESTING

IDENTIFIER: HEAD START PROJECTS; PREP; *PUTTING RESEARCH INTO EDUCATIONAL PRACTICE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 34P.

RESEARCH FINDINGS ON BILINGUAL PRESCHOOL CHILDREN (2-1/2 TO 6 YEARS OF AGE) AND PROGRAMS ARE PRESENTED. WORKING DEFINITIONS ARE GIVEN FOR SOME OF THE TERMS USED IN THE REPORT. RESEARCH FINDINGS ARE DIVIDED INTO FOUR CATEGORIES: (1) "THE COMMUNITY" FOCUSES ON THE FINDINGS FROM THE FIELDS OF SOCIAL PSYCHOLOGY AND SOCIOLINGUISTICS; (2) "THE BILINGUAL CHILD" CONSIDERS THOSE FINDINGS FROM LINGUISTICS AND PSYCHOLINGUISTICS; (3) "OF SPECIAL INTEREST TO EDUCATORS" ANSWERS SOME SPECIFIC QUESTIONS; AND (4) "TESTING THE BILINGUAL PRESCHOOLER" SUMMARIZES SEVERAL ISSUES ASSOCIATED WITH ASSESSING TO WHAT EXTENT A CHILD IS BILINGUAL, AND DRAWS ATTENTION TO POSSIBLE APPROACHES THAT MAY BE USED TO ASSESS THE INTELLIGENCE OF A BILINGUAL CHILD. PRACTICAL GUIDELINES FOR THE TEACHER AND ADMINISTRATOR ARE GIVEN, FOLLOWED BY SPECIFIC GUIDELINES THAT RELATE TO THE COMMUNITY, THE PARENTS, THE CHILDREN, THE TEACHER AND HER AIDE, AND GOALS. EXAMPLES OF EXISTING BILINGUAL PRESCHOOL PROGRAMS THAT FIT INTO ONE OF THE FOUR FOLLOWING CATEGORIES ARE GIVEN: (1) ONE WAY: DOMINANT LANGUAGE; (2) ONE WAY: BILINGUAL; (3) MIXED: DOMINANT LANGUAGE; AND (4) MIXED: BILINGUAL. ADDITIONAL SOURCES OF INFORMATION ON BILINGUAL PROGRAMS AND TEACHING AIDS ARE PRESENTED IN TWO CATEGORIES: HANDBOOKS AND TEACHING AIDS, WHICH ARE FOR USE IN SPANISH-SPEAKING OR INDIAN-SPEAKING CLASSES. A BIBLIOGRAPHY CONCLUDES THE REPORT. (DB)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($6 A YEAR; FOREIGN, $1.50 ADDITIONAL. SINGLE COPY: $0.55)

ACCESSION NUMBER: ED060405

PUBLICATION DATE: AUG 69

TITLE: A TOTAL SYSTEM APPROACH ATTACKING THE EDUCATIONAL PROBLEMS OF THE ILLITERATE SPANISH-SURNAMED ADULTS. FINAL REPORT.

DESCRIPTOR: *ADULT EDUCATION; EDUCATIONAL PROGRAMS; EDUCATIONAL TELEVISION; *ENGLISH (SECOND LANGUAGE); *ENGLISH INSTRUCTION; FUNCTIONAL ILLITERACY; INSTRUCTIONAL MATERIALS; LANGUAGE DEVELOPMENT; ORAL COMMUNICATION; PROBLEM SOLVING; *SPANISH SPEAKING; *SYSTEMS APPROACH

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.28

DESCRIPTIVE NOTE: 49P.

A PROGRAM FOR THE DEVELOPMENT AND PRODUCTION OF BASIC ORAL ENGLISH LESSONS FOR THE NON-ENGLISH-SPEAKING, SPANISH-SPEAKING ADULTS IS DISCUSSED. THIS PROGRAM IS CONCEPTUALIZED INCORPORATED ANIMATION, CHOREOGRAPHY, AND OTHER ENTERTAINING ELEMENTS COUPLED WITH THE INSTRUCTIONAL FEATURES OF THE LESSONS. STEPS WERE TAKEN TO DEVELOP A TOTAL EDUCATIONAL TV PACKAGE. (AUTHOR/CK)

ACCESSION NUMBER: ED060406

PUBLICATION DATE: 1 APR 70

TITLE: ABE PHASE III: PROGRESS AND PROBLEMS. SEPTEMBER 1, 1969-APRIL 1, 1970.

DESCRIPTOR: *ADULT BASIC EDUCATION; *ENGLISH (SECOND LANGUAGE); FINANCIAL NEEDS; HOME STUDY; HUMAN RESOURCES; INSTRUCTIONAL MATERIALS; *INSTRUCTIONAL SYSTEMS; LITERACY EDUCATION; MASS MEDIA; *MEXICAN AMERICANS; MICROTEACHING; MOBILE CLASSROOMS; RURAL POPULATION; SECOND LANGUAGE LEARNING; *SPANISH SPEAKING; TELEVISED INSTRUCTION; URBAN POPULATION; VIDEO TAPE RECORDINGS

IDENTIFIER: *EMPLEEN INGLES SERIES; PROTEUS ADULT EDUCATION CENTER; UNIVERSITY OF ARIZONA; UNIVERSITY OF SOUTHERN CALIFORNIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 166P.; INTERIM REPORT

INTERIM INFORMATION CONCERNING THE ABE III GRANTS IS PROVIDED IN THE THREE PARTS OF THIS REPORT. PART 1 (OUTLINE) DESCRIBES THE GOALS AND OBJECTIVES OF EACH COMPONENT; PART 2 DESCRIBES ACCOMPLISHMENTS AND PROBLEMS TO DATE; AND PART 3 DEALS WITH COORDINATION AND SUPERVISION ACTIVITIES UNDERTAKEN BY THE LAB. THE COMPONENTS OF THE PROGRAM ARE: (1) "EMPLEEN INGLES" TELEVISION VIDEO TAPES; (2) SCHOOL OF EDUCATION--UNIVERSITY OF CALIFORNIA; (3) PROTEUS (ADULT EDUCATION CENTER, VISALIA, CALIFORNIA); (4) MAPAR, MCMINNVILLE, OREGON; (5) CHANDLER CAREER CENTER; (6) MICRO-TEACHING PROTOCOLS; (7) MODEL CITIES; (8) COLLEGE OF EDUCATION, UNIVERSITY OF ARIZONA--RESOURCE PERSON; (9) MOBILE UNIT; (10) MATERIALS LIBRARY; (11) DISSEMINATION; (12) SWCEL CLEARINGHOUSE; (13) STEERING COMMITTEE; (14) HUMAN RESOURCE CENTER; (15) VIDEO TAPE REPRODUCTION; AND (16) COORDINATION AND SUPERVISION. THE REPORT CONTAINS 20 APPENDIXES. (DB)

ACCESSION NUMBER: ED060705

TITLE: BILINGUAL BICULTURAL EDUCATION IN THE COMPTON UNIFIED SCHOOL DISTRICT AND ITS RELEVANCE TO A MULTI-ETHNIC COMMUNITY.

PERSONAL AUTHOR: GOODMAN, FRANK M.

DESCRIPTOR: *BICULTURALISM; BILINGUAL EDUCATION; *BILINGUALISM; COMMUNITY INVOLVEMENT; CULTURAL EDUCATION; CULTURALLY DISADVANTAGED; ECONOMICALLY DISADVANTAGED; EDUCATIONAL INNOVATION; EDUCATIONAL OBJECTIVES; *EDUCATIONAL STRATEGIES; ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; LANGUAGE INSTRUCTION; *LANGUAGE PROGRAMS; *MEXICAN AMERICANS; MINORITY GROUPS; SECOND LANGUAGE LEARNING; SELF CONCEPT

IDENTIFIER: CALIFORNIA; *COMPTON

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 5P.

THE COMPTON BILINGUAL PLAN IS A MULTI-CULTURAL PROGRAM DESIGNED TO FOSTER LANGUAGE PRESERVATION AS A NATIONAL RESOURCE TO PROMOTE A WELL-EDUCATED, WELL-ADJUSTED CITIZENRY ABLE TO FUNCTION EFFECTIVELY IN TWO LANGUAGES AND IN TWO OR MORE CULTURES. THE CHILDREN ARE TAUGHT IN TWO LANGUAGES, SPANISH AND ENGLISH, AND ARE OPENLY PARTICIPATING IN TRANS-RACIAL COMMUNICATION IN A MULTI-CULTURAL CLASSROOM AND COMMUNITY. ALL THE CHILDREN, WITHIN AN INTEGRATED CLASSROOM ENVIRONMENT, ARE OFFERED THE OPPORTUNITY TO BECOME FUNCTIONAL BILINGUALS AND PARTICIPATE IN ONE ANOTHER'S CULTURE. (AUTHOR/VM)

ACCESSION NUMBER: ED060735

PUBLICATION DATE: 28 FEB 72

TITLE: SOCIAL STUDIES AS SOCIAL ANTHROPOLOGY: A MODEL FOR ESL CURRICULA.

PERSONAL AUTHOR: ABBEY, KARIN L.

DESCRIPTOR: ANTHROPOLOGY; BEHAVIOR PATTERNS; BICULTURALISM; BILINGUAL EDUCATION; *BILINGUALISM; CHILDREN; CULTURAL BACKGROUND; CULTURAL DIFFERENCES; *CULTURAL EDUCATION; *CURRICULUM DESIGN; *ELEMENTARY GRADES; ENGLISH (SECOND LANGUAGE); MEXICAN AMERICANS; NON ENGLISH SPEAKING; *SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 15P.;PAPER PRESENTED AT THE SIXTH ANNUAL TESOL CONVENTION, WASHINGTON, D. C., FEBRUARY 28, 1972

THIS PAPER DESCRIBES A PROGRAM OF CULTURAL EDUCATION DESIGNED FOR ELEMENTARY SCHOOL CHILDREN IN A BILINGUAL SETTING. THE AUTHOR ARGUES THAT ONLY THROUGH THE STUDY OF OTHER CULTURES CAN THE CHILD WHO ENTERS THE ANGLO-AMERICAN SCHOOL SYSTEM FROM A NON-ANGLO BACKGROUND APPRECIATE FULLY THE RELATIONSHIP BETWEEN HIS CULTURE AND THE DOMINANT CULTURE, AND UNDERSTAND HIS PLACE WITHIN THE TWO CULTURES. THE PROGRAM SUGGESTED PRESENTS NINE UNITS, EACH ONE ON THE STUDY OF A PARTICULAR CULTURE. THE CULTURES TO BE STUDIED REPRESENT A WIDE VARIETY OF TYPES SELECTED FOR DIVERSITY IN POPULATION SIZE, LANGUAGE, SUBSISTENCE, RACE, CLIMATE, AND GEOGRAPHY. THE LIFE OF THE CHILD IS CONSIDERED IN EACH CULTURE. EACH CULTURE IS STUDIED OBJECTIVELY AS AN ENTITY, WITHOUT REFERENCE TO OR MEASUREMENT AGAINST A MASTER CULTURE. UNIT 10 PROVIDES A CHANCE FOR THE CHILD TO SEE DIFFERENCES AND SIMILARITIES AMONG THE CULTURES BY CLASSIFYING THE CHILDREN FROM THE NINE CULTURES IN TERMS OF THE WAY THEY LIVE. DIFFERENT CLASSIFICATION CRITERIA PRODUCE VARIOUS GROUPINGS, UNDERLINING A VARIETY OF DIFFERENCES AND SIMILARITIES. (VM)

ACCESSION NUMBER: ED060737

PUBLICATION DATE: AUG 71

TITLE: SOME SECONDARY LEVEL CURRICULUM CONSIDERATIONS FOR TEACHING SPANISH TO THE MEXICAN AMERICAN IN AUSTIN, TEXAS.

PERSONAL AUTHOR: CHILDERS, JEAN

DESCRIPTOR: *CROSS CULTURAL STUDIES; CROSS CULTURAL TRAINING; CULTURAL ENVIRONMENT; *MEXICAN AMERICANS; RELEVANCE (EDUCATION); SECONDARY GRADES; *SECONDARY SCHOOLS; SOCIOLOGY; *SPANISH; STUDENT ATTITUDES; STUDENT INTERESTS; STUDENT MOTIVATION; STUDENT NEEDS; TEACHER INFLUENCE; *TEACHING METHODS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 149P.; MASTER'S THESIS, UNIVERSITY OF TEXAS AT AUSTIN

THE PURPOSE OF THIS STUDY IS TO PRESENT CURRICULUM CONSIDERATIONS FOR THE NON-NATIVE WHO IS INTERESTED IN TEACHING SPANISH TO THE MEXICAN-AMERICAN AT THE SECONDARY LEVEL OF INSTRUCTION. APPROACHES AND DIRECTIONS ARE SUGGESTED TO HELP BRING ABOUT AN EFFECTIVE TYPE OF CROSS-CULTURAL TEACHING, PARTICULARLY FOR CERTIFIED ANGLO TEACHERS WHOSE TEACHING EXPERIENCE HAS BEEN EXCLUSIVELY WITH ANGLO CLASSES. THE STUDY INCLUDES: (1) INTRODUCTORY REMARKS, (2) REVIEW OF RELATED LITERATURE, (3) BACKGROUND, (4) CLASSROOM APPROACHES AND PROCEDURES, (5) TEXTBOOKS AND OTHER MATERIALS, AND (6) SUMMARY AND CONCLUSIONS. APPENDIXES CONTAIN SAMPLE QUESTIONNAIRES CONCERNING SOCIOLOGICAL AND EDUCATIONAL INFORMATION ABOUT MEXICAN-AMERICAN STUDENTS AND SAMPLE COMMUNICATIONS TO PARENTS. (RL)

ACCESSION NUMBER: ED060745

PUBLICATION DATE: NOV 71

TITLE: DIFFERENTIAL RESPONSE TO LANGUAGE STIMULI BEFORE AGE 3: A CASE STUDY.

PERSONAL AUTHOR: CHRISTIAN, CHESTER C., JR.

DESCRIPTOR: ATTITUDES; BILINGUAL EDUCATION; *BILINGUALISM; CASE STUDIES; EARLY CHILDHOOD; ENGLISH (SECOND LANGUAGE); LANGUAGE ABILITY; *LANGUAGE DEVELOPMENT; LANGUAGE RESEARCH; *LANGUAGE ROLE; *PRESCHOOL CHILDREN; PSYCHOLINGUISTICS; *SECOND LANGUAGE LEARNING; SECOND LANGUAGES; SPANISH SPEAKING; VOCABULARY DEVELOPMENT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.; IN "CONFERENCE ON CHILD LANGUAGE," PREPRINTS OF PAPERS PRESENTED AT THE CONFERENCE, CHICAGO, ILLINOIS, NOVEMBER 22-24, 1971, P1-14

THIS CASE STUDY DESCRIBES THE LANGUAGE DEVELOPMENT OF A PRESCHOOL CHILD EXPOSED TO SPANISH IN HER HOME ENVIRONMENT AND TO ENGLISH OUTSIDE THE FAMILY. IT IS THE PARENTS' HOPE THAT THE CHILD WILL LEARN TO SPEAK, READ, AND WRITE SPANISH FIRST, WHILE LEARNING TO SPEAK ENGLISH BEFORE ENTERING SCHOOL. HER PROGRESS IS DESCRIBED IN THIS REPORT, AS ARE OUTSIDE FACTORS ACCOUNTING FOR SPECIFIC DEVELOPMENT. PRESTIGE IS REGARDED AS A KEY FACTOR IN THE LEARNING OF A SECOND LANGUAGE, WITH THE DEGREE OF SUCCESS OR FAILURE OF BILINGUAL EDUCATION IN THE HOME OR SCHOOL PROPORTIONATE TO THE DEGREE TO WHICH PRESTIGE IS ASSOCIATED WITH EACH LANGUAGE BEING LEARNED. (VM)

ACCESSION NUMBER: ED060746

PUBLICATION DATE: NOV 71

TITLE: BILINGUAL LEARNING FOR THE SPANISH SPEAKING PRESCHOOL CHILD.

PERSONAL AUTHOR: NEDLER, SHARI; LINDFORS, JUDITH

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUALISM; COMPARATIVE ANALYSIS; CONCEPT FORMATION; CONTRASTIVE LINGUISTICS; CULTURAL DIFFERENCES; CULTURAL EDUCATION; *EARLY CHILDHOOD; ECONOMICALLY DISADVANTAGED; *EDUCATIONAL STRATEGIES; ENGLISH (SECOND LANGUAGE); *LANGUAGE DEVELOPMENT; *LANGUAGE PROGRAMS; LINGUISTIC COMPETENCE; MEXICAN AMERICANS; SECOND LANGUAGE LEARNING; SPANISH SPEAKING; TEACHING METHODS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.; IN "CONFERENCE ON CHILD LANGUAGE," PREPRINTS OF PAPERS PRESENTED AT THE CONFERENCE, CHICAGO, ILLINOIS, NOVEMBER 22-24, 1971, P149-169

IT IS EASIER FOR NON-ENGLISH-SPEAKING PRESCHOOL CHILDREN TO LEARN NEW CONCEPTS IF THEY ARE INTRODUCED IN THEIR OWN LANGUAGE. ONCE THE CHILD HAS MASTERED THE CONCEPT, IT CAN BE INTRODUCED IN THE SECOND LANGUAGE. THE PROGRAM DESCRIBED IN THIS REPORT IS DESIGNED FOR MEXICAN-AMERICAN PRESCHOOL CHILDREN. CONTENT OF THE PROGRAM IS SELECTED TO RELATE MEANINGFULLY TO THE CHILD'S EXPERIENCE, BACKGROUND, KNOWLEDGE, AND SKILL BUILDING. THE ENGLISH COMPONENT OF THE PROGRAM VIEWS LANGUAGE AS AN INTERNALIZED, SELF-CONTAINED SYSTEM OF RULES ACCORDING TO WHICH SENTENCES ARE CREATED, SPOKEN, OR UNDERSTOOD. THE CHILD IS NOT EXPLICITLY TOLD A RULE; HE IS SHOWN HOW A RULE WORKS THROUGH CAREFULLY SELECTED AND SEQUENCED REPRESENTATIVE EXAMPLES OF ENGLISH SENTENCES. THE ENGLISH PROGRAM IS CHARACTERIZED BY REALISTIC SITUATIONS, MEANINGFUL RESPONSES, INDIVIDUAL RESPONSE, ACCEPTANCE OF ALL APPROPRIATE RESPONSES, EMPHASIS ON QUESTIONING, USE OF COMPLETE FORMS, AND INITIAL EMPHASIS ON SYNTAX, NOT VOCABULARY. (VM)

ACCESSION NUMBER: ED060749

PUBLICATION DATE: 71

TITLE: THE DEVELOPMENT OF SEMANTIC CATEGORIES IN SPANISH-ENGLISH AND NAVAJO-ENGLISH BILINGUAL CHILDREN.

PERSONAL AUTHOR: YOUNG, RODNEY W.

DESCRIPTOR: *BILINGUALISM; CHILDREN; COMPARATIVE ANALYSIS; ENGLISH (SECOND LANGUAGE); INTERFERENCE (LANGUAGE LEARNING); *LANGUAGE RESEARCH; LINGUISTIC PATTERNS; *LINGUISTIC THEORY; NAVAHO; *SECOND LANGUAGE LEARNING; *SEMANTICS; SPANISH; SPANISH SPEAKING; STATISTICAL ANALYSIS; SYNTAX; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.; IN "CONFERENCE ON CHILD LANGUAGE," PREPRINTS OF PAPERS PRESENTED AT THE CONFERENCE, CHICAGO, ILLINOIS, NOVEMBER 22-24, 1971, P193-208

THE EXPERIMENT DESCRIBED IN THIS REPORT CONSIDERS WHETHER CHILDREN WHO LEARN A SECOND LANGUAGE WILL DEVELOP THE SAME SEMANTIC SYSTEM AS MONOLINGUAL CHILDREN OR WHETHER THEIR SEMANTIC SYSTEM WILL BE DIFFERENT BECAUSE OF LINGUISTIC OR CULTURAL INTERFERENCE, AND ALSO WHETHER THE BILINGUAL CHILD DEVELOPS SEPARATE MEANING SYSTEMS FOR HIS TWO LANGUAGES OR WHETHER HE OPERATES BY MEANS OF A SINGLE SYSTEM. THE EXPERIMENT COMPARES THE RELATIVE DIFFICULTY OF CERTAIN SEMANTIC CONSTRUCTIONS IN COMPREHENSION TESTS FOR TWO GROUPS OF YOUNG BILINGUAL CHILDREN: SPANISH-ENGLISH BILINGUALS AND NAVAHO-ENGLISH BILINGUALS. DETAILS AND RESULTS ARE PROVIDED. FINDINGS INDICATE THAT BILINGUAL CHILDREN DO NOT PARALLEL MONOLINGUAL CHILDREN IN PATTERNS OF DIFFICULTY OF SEMANTIC CATEGORIES. CATEGORIES NOT PRESENT IN THEIR FIRST LANGUAGE ARE APPRECIABLY MORE DIFFICULT IN RELATION TO THE OTHER CATEGORIES THAN FOR MONOLINGUAL CHILDREN. (AUTHOR/VM)

ACCESSION NUMBER: ED060897

PUBLICATION DATE: 71

TITLE: WELCOME FIRST--BOOKS LATER; THE SERVICE CENTER BRANCH, RICHMOND PUBLIC LIBRARY, DECEMBER 1967 - JUNE 1971.

PERSONAL AUTHOR: EMMONS, KAREN

DESCRIPTOR: BIBLIOGRAPHIES; *BRANCH LIBRARIES; *DISADVANTAGED ENVIRONMENT; *DISADVANTAGED YOUTH; LIBRARY CIRCULATION; LIBRARY MATERIALS; LIBRARY MATERIAL SELECTION; *LIBRARY SERVICES; *PUBLIC LIBRARIES; SPANISH AMERICANS; USE STUDIES

IDENTIFIER: *RICHMOND

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 286P.;(3,876 REFERENCES)

THE EXPERIMENTAL BRANCH LIBRARY DESCRIBED IN THIS REPORT WAS LOCATED IN THE MULTICULTURAL, ECONOMICALLY DEPRESSED DOWNTOWN AREA OF RICHMOND, CALIFORNIA. THE LIBRARY'S THREE AND A HALF YEARS OF OPERATION ARE DESCRIBED INCLUDING: (1) THE CRITERIA FOR THE SELECTION OF MATERIAL, (2) PROGRAMS AIMED AT ATTRACTING TEEN-AGERS AND YOUNGER CHILDREN TO THE LIBRARY, (3) SPECIAL SERVICES TO BLACK PEOPLE AND THE SPANISH SPEAKING AND (4) UNORTHODOX METHODS OF PROVIDING SERVICES GEARED TOWARD THEIR SPECIAL CLIENTELE. FOLLOWING THE REPORT IS A BIBLIOGRAPHY OF THE SERVICE CENTER BRANCH COLLECTION. (NH)

ACCESSION NUMBER: ED060974

PUBLICATION DATE: MAR 72

TITLE: AN EXAMINATION OF THE RECEPTIVITY OF MEXICAN-AMERICAN AND ANGLO RURAL DISADVANTAGED TO EDUCATIONAL PROGRAMS.

PERSONAL AUTHOR: TINDALL, LLOYD W.; AND OTHERS

DESCRIPTOR: *ANGLO AMERICANS; COMPARATIVE ANALYSIS; ECONOMICALLY DISADVANTAGED; *EDUCATIONAL ATTITUDES; EDUCATIONAL INTEREST; HEADS OF HOUSEHOLDS; *IMPROVEMENT PROGRAMS; JOB TRAINING; MALES; *MEXICAN AMERICANS; PARTICIPATION; *RURAL POPULATION; SOCIOECONOMIC INFLUENCES; WELFARE

IDENTIFIER: MICHIGAN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 34P.

IN ORDER TO DETERMINE THE WILLINGNESS OF RURAL DISADVANTAGED TO PARTICIPATE IN EDUCATIONAL PROGRAMS, 125 RURAL MALE ANGLO AND MEXICAN AMERICAN HOUSEHOLD HEADS, BOTH ON AND OFF WELFARE, WERE INTERVIEWED. THE STRATIFIED SAMPLE WAS DRAWN FROM 4 MICHIGAN COUNTIES. BASED ON FINDINGS FROM THE 81 QUESTIONS, THESE CONCLUSIONS WERE MADE: MEXICAN AMERICANS WERE MORE WILLING TO PARTICIPATE IN EDUCATIONAL CLASSES THAN ANGLOS, AND BOTH GROUPS DESIRED TO PARTICIPATE IN SUCH CLASSES TO GET A JOB OR A BETTER JOB; THERE WAS NO DIFFERENCE IN WILLINGNESS OF THESE GROUPS TO PARTICIPATE IN EDUCATIONAL PROGRAMS ON THE BASIS OF WELFARE OR NONWELFARE STATUS; DECISIONS TO PARTICIPATE WOULD TEND TO BE DETERMINED BY THE CHARACTER OF A PROSPECTIVE JOB; RESPONDENTS WERE WILLING TO PARTICIPATE IN CLASSES PERTAINING TO THEIR PERSONAL, EDUCATIONAL, AND SOCIAL WELFARE (E.G., CLASSES ON BUYING FOOD OR OBTAINING CREDIT); RESPONDENTS TENDED TO SEE THEMSELVES FAVORABLY IN TERMS OF ABILITY TO BE HIRED FOR A JOB, RUN THEIR OWN BUSINESS, OR BE LEADERS; RESPONDENTS INDICATED THAT CLASSES SHOULD LAST NO LONGER THAN 6 MONTHS; TRANSPORTATION TO CLASS WAS VIEWED AS A PROBLEM; RESPONDENTS WOULD NOT SPEND THEIR OWN MONEY FOR TUITION OR SUPPLIES; AGE, RESIDENCE, MILES TO HIGH SCHOOL, EDUCATIONAL ACHIEVEMENT, NUMBER OF CHILDREN, INCOME, SIZE OF TOWN SHOPPED IN, AND TIME LIVED IN MICHIGAN DID NOT AFFECT WILLINGNESS OF THE RESPONDENTS TO PARTICIPATE IN CLASSES; AND PROXIMITY TO A COMMUNITY COLLEGE OR UNIVERSITY DID AFFECT WILLINGNESS TO PARTICIPATE. INCLUDED IN THE DOCUMENT ARE THE STUDY DESCRIPTION, STUDY IMPLICATIONS, THE QUESTIONNAIRE, AND A GUIDE FOR IDENTIFYING DISADVANTAGED HOUSEHOLD HEADS. (MJB)

ACCESSION NUMBER: ED060987

PUBLICATION DATE: 72

TITLE: MATHEMATICS FOR THE BICULTURAL STUDENT.

PERSONAL AUTHOR: HERNANDEZ, NORMA G.

DESCRIPTOR: ANGLO AMERICANS; *BICULTURALISM; *CULTURAL FACTORS; DEDUCTIVE METHODS; EDUCATIONAL NEEDS; INDUCTIVE METHODS; LITERATURE REVIEWS; *MATHEMATICS EDUCATION; *MEXICAN AMERICANS; *PROGRAM DEVELOPMENT; SEX DIFFERENCES; TEACHING METHODS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 17P.; PAPER PRESENTED AT THE MATHEMATICS COLLOQUIUM, NEW MEXICO STATE UNIVERSITY, LAS CRUCES, APRIL 5, 1972

EXPLORING IDEAS RELATED TO IDENTIFYING WHAT DIFFERENCES IN MATHEMATICS INSTRUCTION, IF ANY, SHOULD BE NECESSARY FOR BICULTURAL (MEXICAN AMERICAN) STUDENTS, THIS PAPER EXAMINES THE NATURE OF CULTURE AND THE NATURE OF MATHEMATICS AND HYPOTHESIZES THAT A CULTURE WILL PREDISPOSE A PERSON TO LEARN MATHEMATICS IN A PARTICULAR WAY. IT IS NOTED THAT THE CHICANO, IF HE DESIRES TO COMPETE IN A TECHNOLOGICALLY ORIENTED SOCIETY, NEEDS TO BE APPROPRIATELY PREPARED IN MATHEMATICS. TEACHING STRATEGIES, FIELD-DEPENDENT (FOCUS ON STUDENT NEEDS) AND FIELD-INDEPENDENT (FOCUS ON SUBJECT CONTENT), ARE PRESENTED WITH A VIEW TO ADAPTING THEM ACCORDING TO INDIVIDUAL LEARNER CHARACTERISTICS. FOLLOWING THE IMPLICATIONS OF RESEARCH TOWARD INCLUSION OF BOTH THE DEPENDENT AND INDEPENDENT STRATEGIES WITHIN MATHEMATICS INSTRUCTION, IT IS RECOMMENDED THAT TIME AND EFFORT BE SPENT IN THE REORGANIZATION OF CONTENT SO AS TO PROVIDE A VARIETY OF CURRICULAR EXPERIENCES FOR ALL STUDENTS IN ORDER TO BECOME ACCOUNTABLE TO EACH STUDENT. A LIST OF 13 RESOURCES IS INCLUDED. (MJB)

ACCESSION NUMBER: ED060989

PUBLICATION DATE: AUG 70

TITLE: DEVIANT BEHAVIOR IN THE MEXICAN AMERICAN STUDENT AND ITS RELATION TO EDUCATION. A POSITION PAPER.

PERSONAL AUTHOR: CASAVANTES, EDWARD J.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; BIBLIOGRAPHIC CITATIONS; COGNITIVE DEVELOPMENT; LITERATURE REVIEWS; *MENTAL HEALTH; *MEXICAN AMERICANS; PERSONALITY; RESEARCH DESIGN; *RESEARCH NEEDS; *SOCIOECONOMIC INFLUENCES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.

SEVERAL STUDIES HAVE BEEN DONE ABOUT MEXICAN AMERICANS BUT, IN THE AREA OF THEIR MENTAL HEALTH, "A SCANT DOZEN ARTICLES ARE WORTH REVIEWING." SINCE THE LITERATURE HAS BEEN CONSISTENT IN REFLECTING THAT A LOW SOCIOECONOMIC LEVEL COMBINED WITH EXTENSIVE USE OF SPANISH LOWERS IQ TEST SCORES OF MEXICAN AMERICANS, THESE FACTORS SHOULD BE STUDIED IN CONNECTION WITH THE EDUCATIONAL ACHIEVEMENT OF MEXICAN AMERICANS AND THEIR MENTAL HEALTH (I.E., IN TERMS OF SUCH PERSONALITY TYPES AS OBSESSIVE-COMPULSIVE, IMPULSIVE, SCHIZOPHRENIC, PASSIVE-DEPENDENT, AND DEPRESSIVE). THIS COULD BE DONE BECAUSE MEXICAN AMERICANS ARE HIGHLY DISTINGUISHABLE FROM OTHER ETHNIC GROUPS AND ARE SET APART BY SUCH FACTORS AS LOW MEDIAN FAMILY INCOME, SPEAKING SPANISH AS A FIRST LANGUAGE, A BEHAVIOR AND VALUE SYSTEM REFLECTING ANOTHER CULTURE, AND A TENDENCY TO LIVE IN BARRIOS. IN SUCH A STUDY, 8 HYPOTHESES ARE PROPOSED FOR TESTING ON A RANDOM SAMPLE OF LARGE NUMBERS OF MEXICAN AMERICANS FROM ALL SOCIOECONOMIC LEVELS AND AGES, FROM EVERY STATE IN THE SOUTHWEST, FROM RURAL AND URBAN SETTINGS, FROM THE CHICANO MILITANT ELEMENT, FROM COLLEGES, AND FROM THE HISPANO COMPONENT. THE ACTUAL SURVEY SHOULD BE DONE BY SPECIAL QUESTIONNAIRE AND A SHORT ADAPTED FORM OF STANDARD PERSONALITY TESTS WITH SOME IN SPANISH. EXAMINERS SHOULD BE MEXICAN AMERICANS HIGHLY TRAINED IN PSYCHIATRIC INTERVIEWING PROCEDURES. IN SUMMARY, THIS INVESTIGATION SHOULD BE A BROAD-BASED STUDY ON THE MENTAL HEALTH AND EDUCATIONAL ACHIEVEMENT OF MEXICAN AMERICANS. (NQ)

ACCESSION NUMBER: ED060990

PUBLICATION DATE: AUG 70

TITLE: VARIABLES WHICH TEND TO AFFECT (IMPEDE OR RETARD) LEARNING OF THE MEXICAN AMERICAN STUDENT IN AMERICAN EDUCATION. A POSITION PAPER.

PERSONAL AUTHOR: CASAVANTES, EDWARD J.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; BIBLIOGRAPHIC CITATIONS; COGNITIVE DEVELOPMENT; CULTURAL FACTORS; DROPOUTS; *EDUCATION; *INTELLECTUAL DEVELOPMENT; INTELLIGENCE QUOTIENT; LEARNING PROCESSES; *LITERATURE REVIEWS; MENTAL HEALTH; *MEXICAN AMERICANS; PERSONALITY; RESEARCH DESIGN; *RESEARCH NEEDS; SOCIOECONOMIC INFLUENCES; TESTING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 15P.

AN INTERDISCIPLINARY RESEARCH STUDY IS SUGGESTED FOLLOWING A REVIEW OF THE MORE SIGNIFICANT STUDIES THAT HAVE BEEN ATTEMPTED TO EXPLAIN THE DEGREE OF EDUCATIONAL RETARDATION OF THE MEXICAN AMERICAN AS RELATED TO SUCH FACTORS AS LIFE STRESSES (E.G., ECONOMIC DEPRIVATION) AND LEARNING STYLES. THIS STUDY WOULD BE A COMBINATION OF SURVEY RESEARCH (TESTING SCORES, PERCENTAGES, ETC. OF STUDENTS AT GIVEN GRADES) AND RESEARCH FOR HYPOTHESIS TESTING WHEREIN A RANDOM SAMPLE OF THE TOTAL MEXICAN AMERICAN POPULATION WOULD BE USED. IT IS NOTED THAT SUCH A STUDY WOULD PROVIDE LARGE QUANTITIES OF DATA ON SOCIOLOGIC, FAMILY, EDUCATION, COGNITIVE, AND PERSONALITY FUNCTIONING AND WOULD ASSESS THE CO-VARIATION AND INFLUENCE OF EACH OF THESE VARIABLES ON EACH OF THE OTHER VARIABLES. (NQ)

ACCESSION NUMBER: ED060997

PUBLICATION DATE: 71

TITLE: THE MEXICAN-AMERICAN POPULATION OF HOUSTON: A SURVEY IN THE FIELD, 1965-1970. MONOGRAPH IN CULTURAL ANTHROPOLOGY.

PERSONAL AUTHOR: GOODMAN, MARY ELLEN; AND OTHERS

DESCRIPTOR: ATTITUDES; CENSUS FIGURES; COMMUNITY ORGANIZATIONS; *COMMUNITY SURVEYS; *CULTURAL ENVIRONMENT; *DEMOGRAPHY; EDUCATION; EMPLOYMENT; FAMILY ENVIRONMENT; *FAMILY LIFE; FIELD INTERVIEWS; *MEXICAN AMERICANS; SOCIOECONOMIC BACKGROUND; STUDENT ORGANIZATIONS; TABLES (DATA)

IDENTIFIER: HOUSTON; TEXAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 130P.

AN ETHNOGRAPHIC STUDY OF MEXICAN AMERICANS LIVING IN HOUSTON IS PRESENTED IN THIS MONOGRAPH. THE MEXICAN AMERICAN POPULATION IS STUDIED IN REGARD TO SUCH FACTORS AS POPULATION DISTRIBUTION, CULTURE, SOCIOECONOMIC BACKGROUND, EDUCATION, EMPLOYMENT, SOCIAL ACTIVITIES, AND ENVIRONMENT. THE BARRIO ENVIRONMENT IS DISCUSSED IN TERMS OF ITS SETTING, PEOPLE, AND THE LIFE-STYLE THEREIN. LIFE IN AN URBAN BARRIO IS ALSO DESCRIBED FROM A CHILD'S VIEWPOINT. ADDITIONALLY, THE ATTITUDES AND ORGANIZATIONS OF THE MEXICAN AMERICAN TRADITIONALISTS, MIDDLE CLASS, AND STUDENTS OF HIGH SCHOOL AND COLLEGE AGE ARE DISCUSSED. SKETCHES RESULTING FROM FIELD INTERVIEWS ARE USED THROUGHOUT THE MONOGRAPH. TEN TABLES AND 5 GRAPHS CONTAINING DEMOGRAPHIC DATA ARE APPENDED, AS IS A 41-ITEM BIBLIOGRAPHY. (NQ)

AVAILABILITY: RICE CAMPUS STORE, P.O. BOX 1892, HOUSTON, TEXAS 77001 ($3.25 PLUS POSTAGE AND HANDLING)

JOURNAL CITATION: RICE UNIVERSITY STUDIES; V57 N3 SUMMER 1971

ACCESSION NUMBER: ED061000

PUBLICATION DATE: 70

TITLE: ASSESSMENT AND RELATIVE EFFECTS OF READING PROGRAMS FOR MEXICAN AMERICANS. A POSITION PAPER.

PERSONAL AUTHOR: ROSEN, CARL L.

DESCRIPTOR: BIBLIOGRAPHIC CITATIONS; BILINGUAL EDUCATION; *ENGLISH (SECOND LANGUAGE); LANGUAGE SKILLS; LINGUISTICS; *LITERATURE REVIEWS; *MEXICAN AMERICANS; *NEEDS; READING PROGRAMS; *READING RESEARCH; RESEARCH NEEDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 39P.

THE PROBLEM OF TEACHING READING IN ENGLISH TO MEXICAN AMERICAN CHILDREN WITH SPANISH AS THEIR PRIMARY LANGUAGE IS CONSIDERED IN THIS PAPER. LITERATURE REVIEWS ARE DONE ON RESEARCH DEALING WITH (1) LINGUISTICS, (2) LANGUAGE-MODIFICATION APPROACHES, (3) LINGUISTIC APPROACHES, (4) LANGUAGE-EXPERIENCE APPROACHES, (5) BILINGUAL EDUCATION, AND (6) TEACHER-SCHOOL FACTORS. CONCLUSIONS ON THE BASIS OF RESEARCH IN THESE 6 AREAS ARE GIVEN. ALSO GIVEN ARE IMPLICATIONS AND SPECIFIC DIRECTIONS FOR (1) BASIC RESEARCH IN LANGUAGE AND READING PROCESSES, (2) NORMATIVE DESCRIPTIVE STUDIES OF PROCESSES INVOLVED IN READING, (3) PRE-SCHOOL EDUCATIONAL RESEARCH AND LEADERSHIP, (4) RESEARCH IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE AND BILINGUAL EDUCATION SYSTEMS, AND (5) BASIC AND APPLIED RESEARCH INTO CURRENT SCHOOL PRACTICES, CONDITIONS, AND POSSIBLE PROMISING INNOVATIONS. AN 88-ITEM BIBLIOGRAPHY IS APPENDED. (NQ)

ACCESSION NUMBER: ED061004

PUBLICATION DATE: 70

TITLE: POSITIVE AND NEGATIVE EFFECTS OF CHICANO MILITANCY ON THE EDUCATION OF THE MEXICAN AMERICAN.

PERSONAL AUTHOR: GONZALEZ, NANCIE L.

DESCRIPTOR: *ACTIVISM; BIBLIOGRAPHIC CITATIONS; CIVIL RIGHTS; DIFFUSION; *EDUCATIONAL CHANGE; *MEXICAN AMERICANS; *NEEDS; *ORGANIZATIONS (GROUPS); POWER STRUCTURE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 37P.

TYPES OF ORGANIZATIONS (E.G., CONSERVATIVE, MILITANT, THOSE FURTHERING A SPECIFIC CAUSE, YOUTH ORGANIZATIONS, OR SOCIAL CLUB ORGANIZATIONS) INVOLVED IN CHICANO MOVEMENTS OPERATING IN THE 5 SOUTHWESTERN STATES AND OTHER AREAS WITH LARGE NUMBERS OF MEXICAN AMERICANS ARE DESCRIBED IN THIS PAPER. SUCH ORGANIZATIONS AS THE LEAGUE OF UNITED LATIN AMERICAN CITIZENS, THE ALIANZA HISPANO-AMERICANA, THE SOUTHWEST COUNCIL OF LA RAZA, THE LEAGUE OF UNITED CITIZENS TO HELP ADDICTS, AND THE CHICANO WELFARE RIGHTS ORGANIZATION ARE EXAMINED IN TERMS OF THE POSSIBILITIES OF THEIR PHILOSOPHIES OR ACTIVISM AFFECTING EDUCATION EITHER ON A SHORT-TERM OR LONG-TERM BASIS. ADDITIONALLY, THE RELATIONSHIP BETWEEN THE KINDS OF DEMANDS MADE BY THE OLDER SPANISH-SPEAKING ACTIVISTS AND THOSE OF TODAY'S CHICANOS IS CONSIDERED. IT IS RECOMMENDED THAT FURTHER RESEARCH BE DONE ON TOPICS SUCH AS THE VARIOUS CHICANO ORGANIZATIONS, THE INTERRELATIONSHIP BETWEEN CHICANO MILITANCY AND OTHER PROTEST MOVEMENTS OF THE PAST AND PRESENT, THE IMPLICATIONS OF IMPROVED EDUCATION ALONG THE LINES DEMANDED BY TODAY'S CHICANO ACTIVIST, AND HOW THE ANGLO POWER STRUCTURE IS LIKELY TO RESPOND TO THE EFFORTS OF ACTIVIST MINORITY ORGANIZATIONS. AN APPENDIX CONSISTING OF MEMBERS OF THE CHICANO PRESS ASSOCIATION, A LIST OF 41 CHICANO ORGANIZATIONS, AND A BIBLIOGRAPHY ARE INCLUDED. (NQ)

ACCESSION NUMBER: ED061007

PUBLICATION DATE: 4 APR 72

TITLE: THE EFFECT OF INCENTIVES ON ACHIEVEMENT & BEHAVIOR OF DISADVANTAGED STUDENTS.

PERSONAL AUTHOR: BARNARD, DOUGLAS P.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AFFECTIVE BEHAVIOR; AMERICAN INDIANS; ANGLO AMERICANS; COGNITIVE OBJECTIVES; *DISADVANTAGED YOUTH; *EDUCATIONAL PROBLEMS; EDUCATIONAL RESEARCH; FAMILY INCOME; JUNIOR HIGH SCHOOL STUDENTS; MEXICAN AMERICANS; *MINORITY GROUP CHILDREN; *MOTIVATION; PERFORMANCE CONTRACTS; PRIMARY GRADES; *PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; QUESTIONNAIRES; SOCIOECONOMIC STATUS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 22P.; PAPER PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING, APRIL 4, 1972, CHICAGO, ILLINOIS

THE MESA SCHOOL DISTRICT (ARIZONA) "INCENTIVES ONLY" PROJECT--CARRIED OUT VIA A PERFORMANCE CONTRACT WITH THE U.S. OFFICE OF ECONOMIC OPPORTUNITY IN 1970-71 THROUGH THE MESA EDUCATION ASSOCIATION (MEA)--IS DESCRIBED IN TERMS OF RATIONALE FOR THE USE OF INCENTIVES, BACKGROUND, PROGRAM PROCEDURES, THE INCENTIVES MODEL, THE DELIVERY SYSTEM, EVALUATION (INCLUDING STUDENT AND TEACHER REACTIONS TO THE PROJECT), AND GENERAL CONCLUSIONS. SPECIFIC PROJECT GOALS, AS DEVELOPED BY THE MEA, WERE (1) TO PARTICIPATE IN RESEARCH TO DETERMINE IF THE USE OF STUDENT AND TEACHER INCENTIVES CAN ACCELERATE ACHIEVEMENT IN READING AND MATHEMATICS FOR DISADVANTAGED STUDENTS, (2) TO ENGENDER IN THE STUDENT THE DESIRE TO LEARN FOR THE SAKE OF LEARNING (KNOWLEDGE BECOMES THE INCENTIVE), AND (3) TO FUNCTIONALIZE THE MEA'S INVOLVEMENT IN PROCESS AND DECISION-MAKING WHICH AFFECTS THE EDUCATION OF CHILDREN. EXPERIMENTAL- AND CONTROL-GROUP STUDENTS IN GRADES 1-3 AND 7-9 AT PROJECT SCHOOLS WERE SELECTED TO PARTICIPATE ON THE BASIS OF 2 CRITERIA: LOW ACHIEVEMENT AND LOW FAMILY INCOME. IT WAS CONCLUDED THAT THE NOTION OF ATTACKING EDUCATIONAL PROBLEMS THROUGH NATIONAL RESEARCH IS VALID AND DESIRABLE; FUNDING SOURCES MUST ALLOW RESEARCHERS TO BE MORE REALISTIC IN THEIR GOALS; AND THE USE OF INCENTIVES DID NOT ACCELERATE ACHIEVEMENT FOR DISADVANTAGED STUDENTS AS PER THE GUARANTEED ACHIEVEMENT GAINS OF .8 MONTHS IN THE BASIC SKILLS. (PS)

ACCESSION NUMBER: ED061022

PUBLICATION DATE: JAN 72

TITLE: READING STRATEGIES FOR NEW MEXICO IN THE 70'S.

PERSONAL AUTHOR: PASCUAL, HENRY W., ED.

DESCRIPTOR: *AMERICAN INDIANS; DIAGNOSTIC TEACHING; FORMATIVE EVALUATION; INDIVIDUAL DIFFERENCES; INFORMAL READING INVENTORY; MINORITY GROUPS; *READING INSTRUCTION; READING MATERIALS; *READING MATERIAL SELECTION; *SPANISH SPEAKING; STANDARDIZED TESTS; TEACHING METHODS; *TEST SELECTION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 29P.; RESOURCE GUIDE NUMBER 2

THE THREE PAPERS IN THIS RESOURCE GUIDE ARE ORIENTED TO THE NEEDS OF SPANISH-SURNAMED AND INDIAN CHILDREN. THE FIRST PAPER POINTS OUT THREE CONCERNS TO BE EXAMINED BEFORE SELECTING READING MATERIALS: (1) THE POPULATION FOR WHOM SELECTION IS PLANNED, (2) CRITERIA EMPHASIZING CHILDREN'S NEEDS, AND (3) APPARENT TRENDS IN READING INSTRUCTIONAL MATERIALS APPROPRIATE FOR THE POPULATION. CRITICAL POINTS FOR SELECTION AND EVALUATION OF READING INSTRUCTIONAL MATERIALS FOR INDIAN AND SPANISH-SPEAKING CHILDREN ARE DISCUSSED. THE SECOND PAPER STRESSES TEACHER-STUDENT INTERACTION, DIAGNOSTIC TEACHING, AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL. THE AUTHOR FEELS THAT STANDARDIZED TESTS, ESPECIALLY THEIR NORMS, SHOULD NOT BE USED WITH MINORITY GROUPS, BUT THAT THE INFORMAL READING INVENTORY IS BEST FOR THESE CHILDREN. HE ALSO REFERS TO FOUR APPROACHES USED TO TEACH NON-ENGLISH-SPEAKING CHILDREN AND TO FOUR LANGUAGE MEASURES. THE THIRD PAPER OBSERVES THAT SCHOOLS ARE SERVING THE INTERESTS OF THE DOMINANT SOCIAL FORCES, AND THAT WHILE UNABLE TO REFORM SCHOOLS, TEACHERS CAN HUMANIZE THEIR CLASSROOMS BY EXAMINING AND REVISING CERTAIN BELIEFS WHICH LEND TO ANTI-HUMANISTIC SCHOOL PRACTICES. RECOGNITION OF INDIVIDUAL DIFFERENCES AND USE OF EVALUATION AS FORMATIVE IN A DIAGNOSTIC SENSE ARE STRONGLY RECOMMENDED. REFERENCES ARE INCLUDED. (AW)

ACCESSION NUMBER: ED061112

PUBLICATION DATE: APR 71

TITLE: A SELECTIVE ANNOTATED GUIDE TO MATERIALS ON LATIN AMERICA SUITABLE FOR USE AT THE SECONDARY SCHOOL LEVEL. LATIN AMERICAN STUDIES PROJECT.

PERSONAL AUTHOR: JAMIESON, ALFRED

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *AREA STUDIES; *CROSS CULTURAL STUDIES; ETHNIC STUDIES; FOREIGN COUNTRIES; FOREIGN CULTURE; *INTERNATIONAL EDUCATION; *LATIN AMERICAN CULTURE; SECONDARY GRADES; SOCIAL STUDIES; SPANISH CULTURE

IDENTIFIER: *LATIN AMERICA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 62P.

THIS SELECTIVE ANNOTATED BIBLIOGRAPHY IS DESIGNED TO PROVIDE REFERENCE MATERIALS ON LATIN AMERICA THAT ARE USEFUL AT THE SECONDARY LEVEL. THE GUIDE INCLUDES MATERIALS ON TRADITIONALLY IGNORED AREAS OF STUDY, AND REFLECTS, AS MUCH AS POSSIBLE, AN AWARENESS OF THE PROBLEM OF RELEVANCE AND REALITY IN LATIN AMERICA, IN SOCIAL STUDIES EDUCATION, AND IN STUDENT INTERESTS. THE BIBLIOGRAPHY OF MATERIALS, THE MAJORITY OF WHICH DATE FROM 1960 THROUGH 1970, IS DIVIDED INTO EIGHT PARTS: 1) TEXTS; 2) SUPPLEMENTARY READINGS OF ANTHOLOGIES, LITERATURE, AND SPECIALIZED SUBJECTS: 3) INQUIRY STUDIES, INCLUDING SIMULATION; 4) LANGUAGE MATERIALS; 5) CITATIONS ON MINORITY STUDIES; 6) MATERIALS FOR THE EDUCATIONALLY DISADVANTAGED STUDENT; 7) AUDIO-VISUAL AND MIXED-MEDIA MATERIALS; AND, 8) BIBLIOGRAPHIES, HANDBOOKS, AND OTHER RESOURCES. COMPLETE BIBLIOGRAPHIC INFORMATION IS PROVIDED, ALONG WITH AVAILABILITY, PRICE, AND READING LEVEL FOR THE AVERAGE, ABOVE AVERAGE AND SUPERIOR STUDENTS. (AUTHOR/SJM)

ACCESSION NUMBER: ED061222

PUBLICATION DATE: 26 NOV 70

TITLE: CRITERIA FOR TEACHING MATERIALS IN READING AND LITERATURE.

DESCRIPTOR: AMERICAN INDIANS; ANTHOLOGIES; ATTITUDES; EDUCATIONAL CHANGE; *ENGLISH INSTRUCTION; *INSTRUCTIONAL MATERIALS; LANGUAGE ARTS; LEARNING EXPERIENCE; LITERARY CRITICISM; *LITERATURE; *MINORITY GROUPS; NEGROES; RACIAL DISCRIMINATION; READING; SPANISH SPEAKING; *STANDARDS; STUDENT NEEDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 4P.

A STATEMENT OFFICIALLY ADOPTED BY THE BOARD OF DIRECTORS OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE) IS PRESENTED. THE POSITION IS TAKEN THAT THE AMOUNT AND EFFECTS OF RACISM AND BIAS IN ENGLISH AND LANGUAGE ARTS EDUCATIONAL MATERIALS CANNOT BE IGNORED. SPECIFICALLY, EDUCATIONAL MATERIALS NOW SUFFER FROM THE FOLLOWING CRUCIAL DEFICIENCIES: (1) INADEQUATE REPRESENTATION OF LITERARY WORKS BY MEMBERS OF NON-WHITE MINORITIES IN GENERAL ANTHOLOGIES, (2) REPRESENTATION OF MINORITY GROUPS WHICH IS DEMEANING, INSENSITIVE, OR UNFLATTERING TO THE CULTURE, (3) INCLUSION OF ONLY POPULAR AND PROVEN WORKS BY A LIMITED NUMBER OF "ACCEPTABLE" WRITERS, (4) BIASED COMMENTARIES WHICH GLOSS OVER OR FLATLY IGNORE THE OPPRESSION SUFFERED BY NON-WHITE MINORITY PERSONS, AND (5) OTHER COMMENTARIES IN ANTHOLOGIES WHICH DEPICT INACCURATELY THE INFLUENCE OF NON-WHITE MINORITY PERSONS ON LITERARY, CULTURAL, AND HISTORICAL DEVELOPMENTS IN AMERICA. IT IS RECOMMENDED THAT: (1) LITERATURE ANTHOLOGIES COMMIT THEMSELVES TO FAIR AND BALANCED INCLUSION OF THE WORK OF NON-WHITE MINORITY GROUP MEMBERS; (2) ILLUSTRATIONS AND PHOTOGRAPHS PRESENT AS ACCURATE AND BALANCED A PICTURE OF NON-WHITE MINORITIES AND THEIR ENVIRONMENTS AS IS POSSIBLE IN THE TOTAL CONTEXT OF THE EDUCATIONAL MATERIALS; (3) DIALECT BE APPROPRIATE TO THE SETTING AND CHARACTERS; AND (4) LITERARY CRITICISM DRAW AS HEAVILY AS POSSIBLE FROM THE CRITICAL WRITERS OF NON-WHITE MINORITIES. (CK)

AVAILABILITY: NATIONAL COUNCIL OF TEACHERS OF ENGLISH, ATTN.: TASK FORCE ON RACISM AND BIAS IN THE TEACHING OF ENGLISH, 1111 KENYON ROAD, URBANA, ILLINOIS 61801 (UP TO 25 COPIES, FREE)

ACCESSION NUMBER: ED061357

PUBLICATION DATE: 72

TITLE: A MOSAIC OF AMERICA'S ETHNIC MINORITIES.

PERSONAL AUTHOR: FELLOWS, DONALD KEITH

DESCRIPTOR: *ACCULTURATION; AMERICAN INDIANS; CHINESE AMERICANS; CHINESE CULTURE; *CULTURAL BACKGROUND; *ETHNIC DISTRIBUTION; *ETHNIC STUDIES; IMMIGRANTS; JAPANESE AMERICAN CULTURE; JAPANESE AMERICANS; MEXICAN AMERICANS; MINORITY GROUPS; *MINORITY ROLE; NEGROES; PUERTO RICAN CULTURE

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 227P.

IN THIS APPROACH TO AN UNDERSTANDING OF AMERICA'S ETHNIC MINORITIES, THE MOST IMPORTANT CONCERN IS WITH THE INTERACTION BETWEEN THESE VARIOUS CULTURE GROUPS AND THE DOMINANT, WHITE SOCIETY. SIX OF AMERICA'S PRINCIPAL ETHNIC MINORITIES HAVE BEEN CONSIDERED: BLACKS, MEXICANS, INDIANS, CHINESE, JAPANESE, AND PUERTO RICANS. IN EACH CASE THE SAME PROCEDURE WAS FOLLOWED TO DETERMINE THE ROLES THEY HAVE PLAYED IN THE DEVELOPMENT OF TODAY'S AMERICAN CULTURE. THE MATERIAL PRESENTED IS TO BE CONSIDERED AS A "STARTING POINT" FOR ONE WHO IS INTERESTED IN FURTHER RESEARCH. THE LINE OF INQUIRY WAS SET UP IN THIS MANNER: FIRSTLY, THE HISTORICAL AND CULTURAL BACKGROUND OF THE MINORITY WAS COVERED BRIEFLY; SECONDLY, WHAT WERE THE CIRCUMSTANCES UNDER WHICH THE ETHNIC GROUP FIRST CAME TO AMERICA, AND THEN SPREAD OUT?; THIRDLY, WHAT IS THEIR RELIGIOUS BACKGROUND?; FOURTHLY, WHAT ARE THE SIGNS OF THE VISIBLE IMPRINT OF THIS ETHNIC MINORITY AND ITS CULTURE ELEMENTS UPON THE CULTURE AND CULTURAL LANDSCAPE OF THE UNITED STATES?; AND, FINALLY, WHAT ROLE WILL THIS ETHNIC MINORITY PLAY IN THE FUTURE ECONOMIC, POLITICAL, SOCIAL, AND RELIGIOUS LIFE OF THE UNITED STATES? (AUTHOR/JM)

AVAILABILITY: JOHN WILEY & SONS, INC., 605 THIRD AVENUE, NEW YORK, N.Y. 10016 ($7.50)

ACCESSION NUMBER: ED061476

PUBLICATION DATE: NOV 69

TITLE: MEXICAN-AMERICAN AND PUBLIC AID RECIPIENTS PROJECT (MAPAR). FINAL REPORT.

DESCRIPTOR: ADULT EDUCATION; *ANGLO AMERICANS; CURRICULUM DESIGN; EDUCATIONALLY DISADVANTAGED; EDUCATIONAL PROGRAMS; *ENGLISH (SECOND LANGUAGE); INDEPENDENT STUDY; INFORMATION DISSEMINATION; INSTRUCTIONAL MATERIALS; *LANGUAGE DEVELOPMENT; *MEXICAN AMERICANS; MIGRANTS; PARAPROFESSIONAL SCHOOL PERSONNEL; PROGRAM EVALUATION; PROJECTS; SPANISH SPEAKING; TEACHING METHODS; *WELFARE RECIPIENTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 65P.

A PROJECT (MAPAR), DESIGNED SPECIFICALLY TO EXPLORE AND DEVELOP AN EDUCATIONAL PROGRAM WHICH WILL DEMONSTRATE EFFECTIVE METHODS FOR TEACHING THE EDUCATIONALLY DISADVANTAGED ADULT, IS DISCUSSED. THE APPROACH UTILIZED BY THIS PROJECT IS THAT OF AN INDIVIDUALIZED LEARNING CENTER WHICH INCORPORATES PARAPROFESSIONAL TEACHER, SELF-INSTRUCTIONAL LEARNING MATERIALS AND COMMUNITY RESOURCES TO BUILD A CURRICULUM SUITED TO INDIVIDUAL NEEDS. MAJOR CONCERNS OF MAPAR INCLUDE: (1) IDENTIFICATION OF THE EDUCATIONAL NEEDS OF THE MEXICAN-AMERICAN AND OTHER EDUCATIONALLY DISADVANTAGED, (2) ADVANCEMENT OF THE FAMILY AS A UNIT EDUCATIONALLY AND CULTURALLY, (3) VOCATIONAL EXPLORATION AND ENCULTURATION, (4) DEVELOPMENT OF SOCIAL SKILLS FOR COMMUNITY ACCEPTANCE, (5) SELF-IDENTIFICATION OF THE MEXICAN-AMERICAN HISTORICALLY AND CULTURALLY, AND (6) KNOWLEDGE OF CUSTOMS AND LAWS OF ANGLO SOCIETY. INITIAL AREAS OF CONCENTRATION INCLUDED ORGANIZATIONAL DEVELOPMENT, ESTABLISHMENT OF FACILITIES, PERSONNEL REQUIREMENTS AND RESPONSIBILITIES, DEVELOPMENT OF COMMUNITY COOPERATION AND SUPPORT, MATERIALS SELECTION AND DEVELOPMENT, AND EVALUATION AND DISSEMINATION ACTIVITIES. FINDINGS INCLUDE: (1) THE ORIGINAL DESIGN OF THE PROJECT PROVED TO BE FUNDAMENTALLY SOUND FOR THE UNDER-EDUCATED ANGLO-AMERICAN AND THE ANGLO-SIZED MEXICAN-AMERICAN WHO HAS ADOPTED MIDDLE CLASS VALUES TOWARDS EDUCATION; AND (2) THE DESIGN WAS INEFFICIENT IN MEETING THE NEEDS OF THE MEXICAN-AMERICAN MIGRANT OR EX-MIGRANT WITH LITTLE OR NO LANGUAGE SKILLS IN ENGLISH. (AUTHOR/CK)

ACCESSION NUMBER: ED061477

PUBLICATION DATE: 67

TITLE: A REGIONAL EDUCATIONAL TELEVISION PROJECT FOR NON-ENGLISH SPEAKING SPANISH-SURNAME ADULTS. FINAL REPORT.

DESCRIPTOR: ADULT BASIC EDUCATION; BILINGUALISM; CONFERENCES; *EDUCATIONAL TELEVISION; ENGLISH (SECOND LANGUAGE); FUNCTIONAL ILLITERACY; HOME INSTRUCTION; INSTRUCTIONAL MATERIALS; *LITERACY EDUCATION; *MIGRANT EDUCATION; REGIONAL PROGRAMS; *SECOND LANGUAGE LEARNING; *SPANISH SPEAKING; VIDEO TAPE RECORDINGS; WORKSHOPS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 112P.

EDUCATIONAL TELEVISION (ETV), AS A DEMONSTRATION PROJECT, AS A POSSIBLE MEANS OF REACHING A TARGET POPULATION OF MIGRANT SPANISH-SPEAKING MEXICAN AMERICANS IN THE SOUTHWEST REGION WITH LOW LITERACY BACKGROUNDS WAS STUDIED. TWO STATE DEPARTMENTS (ARIZONA AND CALIFORNIA) AND THE UNIVERSITY OF COLORADO WERE ENLISTED TO PARTICIPATE IN THE PROJECT. THE SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY ACTED AS SYSTEMS MANAGER TO DEVELOP AND PRODUCE COMPONENTS FOR A PROTOTYPE INSTRUCTIONAL PACKAGE FOR UNDEREDUCATED AND ILLITERATE SPANISH-SPEAKING ADULTS. A TWO-DAY ADULT BASIC EDUCATION CONFERENCE WAS HELD TO IDENTIFY PRIORITY AREAS OF NEED IN ABE. INSTRUCTIONAL ELEMENTS THAT EVOLVED FROM THE CONFERENCE WERE THE DEVELOPMENT OF PAPER AND PENCIL MATERIALS, A DELIVERY SYSTEM FOR THE VIDEO TAPE-PLAYER AND PENCIL INSTRUCTIONAL PACKAGE, AND AN ACTIVE ABE CLEARINGHOUSE. THE CONFERENCE ALSO PROPOSED THE INTRODUCTION OF TEACHER-TRAINING PROGRAMS FOR TEACHERS AND AIDES OF SPANISH-SPEAKING ADULTS IN BASIC EDUCATION PROGRAMS. THREE APPENDIXES PRESENT MATERIAL RELATED TO WORK CONDUCTED IN RELATION TO THE PROJECT. (DB)

ACCESSION NUMBER: ED061726

PUBLICATION DATE: 31 DEC 71

TITLE: EVALUATING THE POTENTIAL OF FILMS FOR IMPROVING SELF-IMAGE IN MINORITY GROUP CHILDREN. FINAL REPORT.

PERSONAL AUTHOR: WEISGERBER, ROBERT A.; COLES, GARY J.

DESCRIPTOR: AUDIOVISUAL AIDS; *CHANGING ATTITUDES; ETHNIC STEREOTYPES; EVALUATION TECHNIQUES; *FILMS; IDENTIFICATION (PSYCHOLOGICAL); MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO YOUTH; *SELF CONCEPT; SELF ESTEEM

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 117P.

AN EXPLORATORY STUDY ATTEMPTED 1) TO IDENTIFY ELEMENTS OF AN EXISTING FILM, "FREDERICK DOUGLASS," WHICH MIGHT AFFECT SELF-IMAGE; 2) TO INCORPORATE SUCH ELEMENTS DURING THE PRODUCTION OF TWO NEW FILMS, "JOHN MERCER LANGSTON," DIRECTED TOWARDS CHILDREN, AND "WHEN CHILDREN SEARCH FOR THEMSELVES," DIRECTED TOWARDS TEACHERS, AND 3) TO EVALUATE THE EFFECTIVENESS OF THESE NEW FILMS, COMBINED WITH CLASS DISCUSSION, FOR WHITE, BLACK, AND MEXICAN-AMERICAN ETHNIC GROUPS. AFTER THE FIRST TWO PURPOSES WERE ACHIEVED, THE "LANGSTON" FILM WAS SHOWN TO A SAMPLE OF SIXTH GRADERS AND THE "WHEN CHILDREN" FILM TO THEIR TEACHERS. ANALYSIS OF THE EFFECTS OF THESE FILMS SHOWED THAT SELF-IMAGES OF THE VARIOUS ETHNIC GROUPS WERE MODIFIED, BUT NOT IN ANY CONSISTENT WAY ACROSS INSTRUMENTS. THE CONCLUSION WAS THAT THE NEW FILMS MAY BRING ABOUT REALISTIC SELF-APPRAISAL, BUT ADDITIONAL EDUCATIONAL MATERIALS TO DEVELOP SELF-ENHANCING BEHAVIORS ARE ALSO REQUIRED. (AUTHOR/JK)

ACCESSION NUMBER: ED061778

PUBLICATION DATE: DEC 70

TITLE: HACIA UNA VISION TOTAL DEL HABLANTE ESPANOL (TOWARD A TOTAL VIEW OF THE SPANISH SPEAKER).

PERSONAL AUTHOR: POYATOS, FERNANDO

DESCRIPTOR: BEHAVIOR PATTERNS; COMMUNICATION (THOUGHT TRANSFER); *CULTURAL AWARENESS; *CULTURAL CONTEXT; EXPRESSIVE LANGUAGE; LANGUAGE PATTERNS; LANGUAGE RHYTHM; *LINGUISTICS; *PARALINGUISTICS; SOCIAL ATTITUDES; SOCIAL INFLUENCES; SOCIAL RELATIONS; SPANISH; SPANISH CULTURE; *SPANISH SPEAKING; SPEECH HABITS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE, SAN FRANCISCO, CALIFORNIA, DECEMBER 1970

TO UNDERSTAND THE SPANISH SPEAKER ONE MUST BE AWARE OF THE MANY FACETS OF HISPANIC CULTURE AND THE VARIOUS MEANS OF COMMUNICATING THAT LANGUAGE AND THAT CULTURE. THE TWO MAIN FORMS OF COMMUNICATION, LINGUISTICS AND PARALINGUISTICS, CONVEY THE SPEAKER'S BEHAVIOR AND IDENTIFY HIM AS A MEMBER OF THE HISPANIC CULTURE. LINGUISTIC PATTERNS IN SPANISH FOLLOW TRADITIONAL LINES AND DESCRIBE THE CONTENTS OF LANGUAGE. PARALINGUISTICS ANALYZES HOW A LANGUAGE IS SPOKEN AND INVOLVES POSTURE, KINESICS, GESTURES, FACIAL EXPRESSIONS, EXCLAMATORY REMARKS, AND EMOTIONAL UTTERANCES. THE PARALINGUISTICS UTILIZED BY THE SPANISH SPEAKER, ALONG WITH HIS SENSORY PERCEPTION, HIS SOCIAL ATTITUDES, AND HIS RELATIONSHIP WITH MEMBERS OF HIS FAMILY AND SOCIAL PEERS, BEST CONVEYS THE TOTAL CONTEXT OF HIS COMMUNICATIVE ACTIVITIES. (DS)

ACCESSION NUMBER: ED061807

PUBLICATION DATE: NOV 71

TITLE: QUESTION GENERATION BY FIRST GRADERS: A HEURISTIC MODEL.

PERSONAL AUTHOR: STREIFF, VIRGINIA

DESCRIPTOR: AMERICAN INDIANS; BILINGUAL EDUCATION; CHILDREN; *COGNITIVE DEVELOPMENT; COGNITIVE PROCESSES; COMMUNICATION (THOUGHT TRANSFER); COMPREHENSION; *COMPREHENSION DEVELOPMENT; EDUCATIONAL OBJECTIVES; *ENGLISH (SECOND LANGUAGE); *GRADE 1; INQUIRY TRAINING; LANGUAGE PROGRAMS; LANGUAGE SKILLS; *LISTENING COMPREHENSION; MEXICAN AMERICANS; SECOND LANGUAGE LEARNING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.; IN "CONFERENCE ON CHILD LANGUAGE," PREPRINTS OF PAPERS PRESENTED AT THE CONFERENCE, CHICAGO, ILLINOIS, NOVEMBER 22-24, 1971, P119-138

THIS PAPER DESCRIBES THE DESIGN AND PRACTICAL APPLICATION OF A PROGRAM CALLED "LISTENING" WHICH HAS BEEN DEVELOPED TO HELP YOUNG LEARNERS OF ENGLISH AS A SECOND LANGUAGE GAIN SOME STRATEGIES FOR COMPREHENSION IN THEIR NEW LANGUAGE. THE LONG-RANGE GOAL OF THE PROGRAM IS TO DEVELOP THE LEARNER'S ACTIVE INVOLVEMENT IN THINKING ABOUT THE FACTS HE LISTENS TO, IN APPLYING LANGUAGE AND THINKING PROCESSES WHICH HELP HIM COMPREHEND AND RETAIN THE SALIENT FEATURES OF A MESSAGE WHICH OFTEN EXCEED THE EXPLICIT FACTS, AND THEN IN THINKING MORE ABOUT THEM. INQUIRY IS THE PRINCIPAL DEVICE OF THE PROGRAM. THE CHILDREN LEARN TO ASK RELEVANT, APPROPRIATE, AND SUBSTANTIAL QUESTIONS, AND TO VALUE SUCH INQUIRY BY ACTUALLY ENGAGING IN THE ACTIVITY. QUESTION-ASKING ACTS AS THE PIVOT FROM SECOND LANGUAGE LEARNING TO LEARNING IN THE SECOND LANGUAGE. A DESCRIPTION OF THE PROGRAM IS PROVIDED, WITH REMARKS ON THE OBJECTIVES AND CHARACTERISTICS OF THE VARIOUS STATES OF THE PROGRAM. (AUTHOR/VM)

ACCESSION NUMBER: ED061808

PUBLICATION DATE: NOV 71

TITLE: AFTER CHILDHOOD, THEN WHAT? AN OVERVIEW OF ETHNIC LANGUAGE RETENTION (ELRET) PROGRAMS IN THE UNITED STATES.

PERSONAL AUTHOR: MUCKLEY, ROBERT L.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; CURRICULUM DESIGN; ETHNIC GROUPS; *INSTRUCTIONAL MATERIALS; INTERFERENCE (LANGUAGE LEARNING); *LANGUAGE DEVELOPMENT; LANGUAGE PROGRAMS; MEXICAN AMERICANS; *MINORITY GROUPS; *NATIVE SPEAKERS; SECONDARY GRADES; SECOND LANGUAGE LEARNING; STANDARD SPOKEN USAGE; TEACHER ATTITUDES; TEACHER EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 23P.; IN "CONFERENCE ON CHILD LANGUAGE," PREPRINTS OF PAPERS PRESENTED AT THE CONFERENCE, CHICAGO, ILLINOIS, NOVEMBER 22-24, 1971, P318-340

THE MEANS FOR ETHNIC LANGUAGE RETENTION (ELRET) SHOULD BE BUILT INTO BILINGUAL EDUCATION PROGRAMS IN THE UNITED STATES. CURRENTLY THERE ARE VERY FEW PROGRAMS DESIGNED TO HELP A FOREIGN SPEAKER MAINTAIN HIS MOTHER-TONGUE ABILITY AS HE LEARNS A NEW LANGUAGE. MATERIALS DESIGNED IN THIS FIELD SHOULD TAKE ADVANTAGE OF THE CONCEPT OF "DOMAIN STABILITY," I.E., THE THEORY THAT AN ETHNIC LANGUAGE WILL BE RETAINED AS LONG AS IT CONTINUES TO BE THE PREFERRED LANGUAGE WITHIN DEFINITE AREAS OF ACTIVITY. INSTRUCTIONAL MATERIALS SHOULD INDUCE SPEAKERS TO STABILIZE CERTAIN DOMAINS IN WHICH THE ETHNIC LANGUAGE WOULD BE USED IN THEIR DAILY LIVES. THIS REPORT DISCUSSES RESEARCH CONDUCTED IN THIS FIELD AND PROGRAMS AND MATERIALS THAT ARE AVAILABLE. (VM)

ACCESSION NUMBER: ED061811

PUBLICATION DATE: SEP 71

TITLE: DEVELOPING CURRICULUM FOR BILINGUAL EDUCATION.

PERSONAL AUTHOR: ROBINETT, RALPH

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; *CURRICULUM DEVELOPMENT; EDUCATIONAL STRATEGIES; *ELEMENTARY GRADES; ELEMENTARY SCHOOL MATHEMATICS; ELEMENTARY SCHOOL SCIENCE; FINE ARTS; *INSTRUCTIONAL MATERIALS; INSTRUCTIONAL MATERIALS CENTERS; LANGUAGE ARTS; *LANGUAGE PROGRAMS; PROGRAM EVALUATION; RESOURCE MATERIALS; SECOND LANGUAGE LEARNING; SOCIAL SCIENCES; SPANISH; SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 30P.; IN "CONFERENCE ON CHILD LANGUAGE," PREPRINTS OF PAPERS PRESENTED AT THE CONFERENCE, CHICAGO, ILLINOIS, NOVEMBER 22-24, 1972

THIS DOCUMENT DESCRIBES THE WORK OF THE SPANISH CURRICULA DEVELOPMENT CENTER, A PROJECT FUNDED BY THE BILINGUAL EDUCATION PROGRAM BRANCH OF THE UNITED STATES OFFICE OF EDUCATION. IT IS THE FUNCTION OF THE CENTER TO DEVELOP MULTIDISCIPLINARY RESOURCE KITS TO HELP SUPPORT THE MAJOR AREAS OF INSTRUCTION IN SPANISH AT THE PRIMARY LEVEL. FORTY-EIGHT KITS ARE PLANNED; KITS 1-8 HAVE BEEN COMPLETED AND KITS 9-24 ARE IN PROGRESS, COVERING FIRST GRADE AND THE FIRST HALF OF SECOND GRADE. EACH KIT PROVIDES TWO WEEKS OF WORK AND COVERS FIVE AREAS OF INSTRUCTION: LANGUAGE ARTS--VERNACULAR, SOCIAL SCIENCE, SCIENCE/MATHEMATICS, FINE ARTS, AND SPANISH--SECOND LANGUAGE. THE MEANS FOR EVALUATION OF PUPILS' PROGRESS ARE PROVIDED IN EACH KIT ALONG WITH SUPPLEMENTARY AUDIOVISUAL AND MANIPULATIVE MATERIALS. A PRODUCT DESIGN OR OVERVIEW IS INCLUDED. FURTHER DETAILS ON THE DESIGN AND USE OF THE KITS AND ON THE EDUCATIONAL STRANDS AND ASSESSMENT ACTIVITIES ARE PROVIDED HERE. (VM)

ACCESSION NUMBER: ED061813

PUBLICATION DATE: NOV 71

TITLE: INITIAL READING IN SPANISH FOR BILINGUALS.

PERSONAL AUTHOR: HERBERT, CHARLES H., JR.

DESCRIPTOR: *BEGINNING READING; *BILINGUAL EDUCATION; BILINGUALISM; DIALECTS; EARLY CHILDHOOD EDUCATION; EDUCATIONAL EXPERIMENTS; INSTRUCTIONAL MATERIALS; MEXICAN AMERICANS; PROGRAM EVALUATION; PRONUNCIATION; *READING PROGRAMS; READING SKILLS; SPANISH; *SPANISH SPEAKING; *TEACHING METHODS; WRITING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.; IN "CONFERENCE ON CHILD LANGUAGE," PREPRINTS OF PAPERS PRESENTED AT THE CONFERENCE, CHICAGO, ILLINOIS, NOVEMBER 22-24, 1971, P501-519

"INITIAL READING IN SPANISH" IS A PROJECT DESIGNED TO PRODUCE A DETAILED, DESCRIPTIVE ANALYSIS OF PROCEDURES USED TO TEACH SPANISH-SPEAKING CHILDREN IN THE UNITED STATES TO READ IN THEIR NATIVE LANGUAGE. THIS DOCUMENT DESCRIBES THE PROCEDURES IN DEVELOPING AND EVALUATING SUCH A READING PROGRAM. THE INITIAL STEP IN THE PROGRAM WAS TO OBSERVE SPANISH READING INSTRUCTION IN SEVERAL MEXICAN SCHOOLS. OBSERVATIONS OF PROCEDURES AND METHODS USED IN MEXICO WERE USED TO DEVISE A PROGRAM TESTED IN FOUR LOCATIONS IN THE UNITED STATES. SEVERAL FORMS WERE DEVELOPED TO STANDARDIZE THE PROCEDURES FOR EVALUATING THE PROGRAM. EXTENSIVE VIDEOTAPING WAS DONE IN THE FOUR EXPERIMENTAL CLASSROOMS. THE FINAL REPORT ON THE PROJECT SHOWS THE RESULTS OF THE OBSERVATIONS AND EVALUATIONS MADE DURING THE PROJECT AND DESCRIBES THE TEACHING METHODOLOGIES THAT WERE USED. THIS REPORT SUMMARIZES THE TEACHING METHODOLOGIES AND THE GENERAL RESULTS OF THE PROJECT. (VM)

ACCESSION NUMBER: ED062026

PUBLICATION DATE: DEC 71

TITLE: SESAME STREET: DEVELOPED BY CHILDREN'S WORKSHOP.

PERSONAL AUTHOR: KRATOCHVIL, DANIEL W.

DESCRIPTOR: AGE; BEHAVIOR PATTERNS; COGNITIVE DEVELOPMENT; CONCEPT TEACHING; CULTURAL EDUCATION; *ECONOMICALLY DISADVANTAGED; *EDUCATIONAL TELEVISION; ENVIRONMENTAL INFLUENCES; INSTRUCTIONAL MATERIALS; *INTELLECTUAL DEVELOPMENT; KINDERGARTEN CHILDREN; OBJECTIVES; *PRESCHOOL CHILDREN; PROBLEM SOLVING; PROGRAM EVALUATION; SOCIAL DEVELOPMENT; SPANISH SPEAKING; TEST RESULTS; VISUAL DISCRIMINATION; *WORKSHOPS

IDENTIFIER: *SESAME STREET

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 51P.

A CHILDREN'S TELEVISION PROGRAM "SESAME STREET," IS DISCUSSED. THE OBJECTIVES OF THIS PROGRAM IS TO PROMOTE THE INTELLECTUAL AND SOCIAL AND CULTURAL GROWTH OF PRESCHOOL AND KINDERGARTEN CHILDREN. SPECIFIC GOALS INCLUDE: SYMBOLIC REPRESENTATION, PROBLEM SOLVING AND REASONING, AND FAMILIARITY WITH THE PHYSICAL AND SOCIAL ENVIRONMENT. THE TARGET POPULATION CONSISTS OF ALL CHILDREN, THREE TO FIVE YEARS OLD, WITH THE DISADVANTAGED CHILD GIVEN PRIMARY CONCERN. MATERIALS USED IN THE PROGRAM INCLUDED: (1) LETTERS, NUMBERS, AND GEOMETRIC FORMS, (2) PROBLEM SOLVING AND REASONING, INCLUDING RECOGNITION OF PARTS OF THE BODY, VISUAL DISCRIMINATION AMONG OBJECTS OR PICTURES, AND UNDERSTANDING OF RELATIONAL CONCEPTS SUCH AS SIZE, SHAPE, POSITION AND DISTANCE; AND (3) NATURAL ENVIRONMENT, INCLUDING CITY AND COUNTRY, OBJECTS AND PEOPLE, FAMILY AND HOME, RULES OF BEHAVIOR AND FAIR PLAY. THE PROGRAM WAS EVALUATED AND THE RESULTS INCLUDE THE FOLLOWING: (1) THE IMPACT IN MOST GOAL AREAS WAS BOTH EDUCATIONALLY AND STATISTICALLY SIGNIFICANT; (2) GENERALLY, YOUNGER CHILDREN GAINED MORE THAN OLDER CHILDREN; (3) HIGH VIEWERS BENEFITTED MORE THAN LOW VIEWERS; AND (4) HIGH-VIEWING SPANISH-SPEAKING CHILDREN FROM A DISADVANTAGED COMMUNITY AND WITH LOW PRETEST SCORES GAINED MORE THAN ANY OTHER GROUP. (AUTHOR/CK)

ACCESSION NUMBER: ED062043

PUBLICATION DATE: MAR 70

TITLE: COMPARISON OF BILINGUAL VS. SINGLE LANGUAGE INSTRUCTION IN CONCEPT LEARNING IN MEXICAN-AMERICAN FOUR YEAR OLDS.

PERSONAL AUTHOR: BRYSON, JUANITA

DESCRIPTOR: BIBLIOGRAPHIC CITATIONS; *BILINGUAL EDUCATION; *CONCEPT FORMATION; CRITERION REFERENCED TESTS; EDUCATIONAL RESEARCH; *INSTRUCTION; LANGUAGE ROLE; LITERATURE REVIEWS; *MEXICAN AMERICANS; *PRESCHOOL CHILDREN; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 67P.

BILINGUAL VS. UNILINGUAL INSTRUCTION WAS STUDIED IN THE TEACHING OF 5 POSITIONAL-PREPOSITION CONCEPTS (E.G., UNDER) TO MEXICAN AMERICAN HEADSTART 4-YEAR-OLDS. TREATMENTS CONSISTED OF INSTRUCTION IN SPANISH ONLY, ENGLISH ONLY, OR BILINGUALLY TO THE 48 SUBJECTS EXPOSED TO THE PREPOSITIONAL CONCEPTS VIA TAPE-RECORDED PROGRAMMED INSTRUCTION GIVEN DAILY FOR 10 MINUTES. ASSIGNMENT TO CONTROL AND TREATMENT GROUPS WAS RANDOMLY STRATIFIED BY SEX, AND SUBJECTS WERE PRETESTED THE FIRST DAY OF INSTRUCTION AND POSTTESTED ON THE FINAL (3RD) DAY. THESE TESTS, ADMINISTERED IN ENGLISH AND SPANISH, INCLUDED A TRANSFER TEST CONSISTING OF A 2-DIMENSIONAL PRESENTATION OF THE SAME PREPOSITIONS AND A LEARNING TASK IN THE LANGUAGE OPPOSITE FROM INSTRUCTION. ALL CRITERION TESTS REQUIRED VERBAL LABELING AND DEMONSTRATION. ANALYSIS OF COVARIANCE AND NEWMAN-KEULS COMPARISONS INDICATED THAT POSTTEST SCORES OF THE TREATMENT GROUPS WERE HIGHER THAN THOSE OF THE CONTROL GROUP, REFLECTING THE EFFECT OF INSTRUCTION VS. NO INSTRUCTION. SIGNIFICANT DIFFERENCES WERE FOUND AS A FUNCTION OF LANGUAGE EXPOSURE IN THE HOME, BUT NO SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN TREATMENT GROUPS. THE STUDY IS LIMITED BY SAMPLING PRACTICES AND RESTRICTED TREATMENT TIME. AN APPENDIX CONTAINS THE INSTRUCTIONAL TREATMENTS USED. (AUTHOR/NQ)

ACCESSION NUMBER: ED062045

PUBLICATION DATE: 70

TITLE: MEXICAN-AMERICANS IN THE UNITED STATES, A READER.

PERSONAL AUTHOR: BURMA, JOHN H., ED.

DESCRIPTOR: *ACCULTURATION; BIAS; *CIVIL RIGHTS; CROSS CULTURAL STUDIES; ECONOMICS; *EDUCATION; ETHNIC GROUPS; HEALTH; *MEXICAN AMERICANS; NEGROES; PUERTO RICANS; RELIGIOUS CULTURAL GROUPS; SOCIAL DISCRIMINATION; *SOCIOECONOMIC BACKGROUND; STATUS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 487P.

IN THIS COLLECTION OF 40 ARTICLES CONCERNING MEXICAN AMERICANS IN THE UNITED STATES, THE STUDY REPORTS AND ESSAYS (BY BOTH ANGLOS AND MEXICAN AMERICAN AUTHORS FROM MANY DISCIPLINES) PROVIDE AN ARRAY OF VIEWPOINTS ABOUT MEXICAN AMERICAN EDUCATION, PREJUDICE AND DISCRIMINATION, ECONOMICS, FAMILY, RELIGION, SOCIAL AND POLITICAL BEHAVIOR, HEALTH, CLASS AND STATUS, AND ACCULTURATION AND ASSIMILATION. IN ONE SELECTION, PUERTO RICANS ARE ALSO DISCUSSED. (NQ)

AVAILABILITY: EL DORADO DISTRIBUTORS, 2489 MISSION STREET, SUITE 17, SAN FRANCISCO, CALIF. 94110 ($5.95 PLUS HANDLING AND SHIPPING)

ACCESSION NUMBER: ED062046

PUBLICATION DATE: 70

TITLE: HEALTH IN THE MEXICAN-AMERICAN CULTURE, A COMMUNITY STUDY.

PERSONAL AUTHOR: CLARK, MARGARET

DESCRIPTOR: ATTITUDES; BIBLIOGRAPHIC CITATIONS; *COMMUNITY STUDY; *CULTURE; EDUCATION; EMPLOYMENT; FAMILY STRUCTURE; *HEALTH; INCOME; LANGUAGE; LITERACY; *MEXICAN AMERICANS; RELIGIOUS CULTURAL GROUPS; *SOCIOECONOMIC BACKGROUND

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 253P.; SECOND EDITION

THE SPANISH-SPEAKING PEOPLE OF SAN JOSE, CALIFORNIA, ARE DEALT WITH IN THIS BOOK, WHICH RESULTED FROM A FIELD STUDY CONDUCTED IN 1954-55. THE BOOK DESCRIBES THE LIVES OF THESE PEOPLE IN TERMS OF SUCH FACTORS AS THEIR FAMILIES AND FRIENDS, JOBS, HOUSES, RELIGION, AND COMMUNITY LIFE. SOME CONFLICTS IN THE RELATIONSHIPS BETWEEN MEXICAN AMERICANS IN A CALIFORNIA COMMUNITY, SAL SI PUEDES, AND THE ENGLISH-SPEAKING MEDICAL PERSONNEL WITH WHOM THEY HAVE HAD CONTACT ARE ALSO DESCRIBED. FOLLOWING A DISCUSSION OF THE SOCIAL, ECONOMIC, RELIGIOUS, AND FOLKLORIC CHARACTERISTICS THAT AFFECT PROBLEMS OF HEALTH AND ILLNESS IN A LOW-INCOME MEXICAN AMERICAN COMMUNITY, RECOMMENDATIONS ON CHANGING MEDICAL BELIEFS AND PRACTICES ARE INCLUDED. ALSO INCLUDED IS A 99-ITEM GLOSSARY OF SPANISH WORDS USED IN THE TEXT OF THE BOOK. (NQ)

AVAILABILITY: EL DORADO DISTRIBUTORS, 2489 MISSION STREET, SUITE 17, SAN FRANCISCO, CALIFORNIA 94110 ($2.45 PLUS SHIPPING AND HANDLING)

ACCESSION NUMBER: ED062047

PUBLICATION DATE: 71

TITLE: EVALUATING THE EFFECTIVENESS OF PROGRAMS DESIGNED TO IMPROVE THE EDUCATION OF MEXICAN-AMERICAN PUPILS.

PERSONAL AUTHOR: THONIS, ELEANOR WALL

DESCRIPTOR: *EDUCATIONAL PROGRAMS; EVALUATION METHODS; MEASUREMENT INSTRUMENTS; *MEXICAN AMERICANS; *PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; RESEARCH DESIGN; *RESEARCH METHODOLOGY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.; SECOND EDITION

AN OVERVIEW OF FACTORS THAT SHOULD BE INCLUDED IN WRITING AN EVALUATION OF PROGRAMS DESIGNED TO IMPROVE THE EDUCATIONAL OPPORTUNITIES OF MEXICAN AMERICAN CHILDREN IS PRESENTED IN THIS PAPER. THE FACTORS INCLUDED ARE THE STATEMENT OF THE PROBLEM WITH WHICH THE SPECIAL PROGRAM DEALS, PRESENTATION OF THE BACKGROUND INFORMATION, AND THE STEPS NEEDED FOR ACTUAL INVESTIGATION. INVESTIGATION OF THE PROGRAM IS DISCUSSED IN TERMS OF SUCH FACTORS AS THE SUBJECTS, THE EDUCATIONAL PLAN, LENGTH OF TIME, COMPARISON GROUPS, METHODS AND INSTRUMENTS BY WHICH TO GATHER DATA, MEANS FOR ANALYZING DATA, PROCEDURES FOR CONTROLLING SIGNIFICANT VARIABLES, AND PREDICTIONS OR OUTCOMES EXPECTED AS STATED IN THE HYPOTHESES. THIS PAPER DOES NOT PRESENT "A RIGOROUS NOR A HIGHLY SOPHISTICATED APPROACH TO A RESEARCH DESIGN;" HOWEVER, "IT DOES DRAW ATTENTION TO THE MANY VARIABLES THAT EXIST WITHIN ANY EDUCATIONAL PLAN, AND IT DOES PROVIDE A SIMPLIFIED FRAMEWORK FOR EXAMINING SUCH VARIABLES." (NQ)

ACCESSION NUMBER: ED062052

PUBLICATION DATE: 71

TITLE: RURAL POVERTY AND THE LAW IN SOUTHERN COLORADO. AMERICAN BAR FOUNDATION SERIES ON LEGAL SERVICES FOR THE POOR.

DESCRIPTOR: *CULTURAL FACTORS; DEMOGRAPHY; *ECONOMICALLY DISADVANTAGED; LAWYERS; LEGAL COSTS; *LEGAL PROBLEMS; *RURAL POPULATION; SOCIAL BACKGROUND; *SPANISH AMERICANS; SPANISH SPEAKING

IDENTIFIER: COLORADO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 98P.; REPRINTED FROM THE DENVER LAW JOURNAL, VOL. 47 (1970)

LEGAL PROBLEMS OF THE RURAL POOR IN 2 COUNTIES OF SOUTHERN COLORADO (CONEJOS AND COSTILLA) ARE EXAMINED IN THIS 1970 REPORT. THE EMPIRICAL RESEARCH FOR THIS PROJECT CONSISTED OF 3 PHASES: (1) DETERMINATION (BY QUESTIONNAIRE) OF ATTITUDES OF RURAL COLORADO ATTORNEYS TOWARD THE LEGAL PROBLEMS OF THE INDIGENOUS POOR; (2) THE USE OF UNSTRUCTURED INTERVIEWS WITH LOCAL COMMUNITY LEADERS IN THE 2 COUNTIES TO COLLECT GENERAL INFORMATION REGARDING THE LEGAL PROBLEMS OF LOCAL INDIGENTS, THE EXTENT TO WHICH THEY SEEK THE ASSISTANCE OF NONATTORNEY COMMUNITY LEADERS, AND THE EFFECTIVENESS OF THESE LEADERS IN PERFORMING THEIR SELF-DESIGNATED TASKS AS "CONFIDANTS" TO THE POOR; AND (3) THE USE OF INFORMAL INTERVIEWS WITH THE RURAL POOR TO DETERMINE THEIR EXPERIENCES IN RECOGNIZING AND CONFRONTING PROBLEMS HAVING LEGAL IMPLICATIONS AND THEIR ACTUAL CONTACT WITH AN ATTORNEY. THE REPORT OF THIS PROJECT CONTAINS A DESCRIPTION OF THE DEMOGRAPHY AND SOCIAL BACKGROUND OF THE CONFLICT THAT RESULTS WHEN THESE SYSTEMS FAIL. MAJOR CONCLUSIONS REPORTED ARE THAT THE FORMAL LEGAL STRUCTURE IS LARGELY ALIEN TO THE POVERTY CLASS OF THE 2 COUNTIES; THAT THERE IS A NEED FOR FREE LEGAL SERVICES FOR THE RURAL POOR; AND THAT THE INFORMAL SYSTEM CAN BE A VIABLE ADJUNCT TO EFFECTIVE LEGAL AID IN THE AREA. (PS)

AVAILABILITY: AMERICAN BAR FOUNDATION, 1155 EAST 60TH STREET, CHICAGO, ILL. 60637 ($1.50)

ACCESSION NUMBER: ED062054

PUBLICATION DATE: 70

TITLE: LOS CHICANOS: AN AWAKENING PEOPLE. SOUTHWESTERN STUDIES, MONOGRAPH NO. 28.

PERSONAL AUTHOR: HADDOX, JOHN

DESCRIPTOR: *ACCULTURATION; *ACTIVISM; BIBLIOGRAPHIC CITATIONS; BILINGUAL EDUCATION; *CULTURAL BACKGROUND; *EDUCATION; LITERATURE REVIEWS; *MEXICAN AMERICANS; SELF CONCEPT; VALUES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 44P.

IN THIS MONOGRAPH ON THE CHICANOS, A HISTORY OF THE INJUSTICE AND HUMILIATION THAT MANY SPANISH-SPEAKING PERSONS HAVE ENDURED IS GIVEN. ALSO DISCUSSED ARE SUCH SUBJECTS AS EDUCATION, ACCULTURATION, IDENTITY, AND VALUES. THE MONOGRAPH, WHICH TAKES THE FORM OF A LITERATURE REVIEW, ALSO PROVIDES A DISCUSSION ABOUT OPPORTUNITIES AND ACTIONS NEEDED TO FURTHER THE CHICANO CAUSE. (NQ)

AVAILABILITY: TEXAS WESTERN PRESS, THE UNIVERSITY OF TEXAS AT EL PASO, EL PASO, TEXAS 79999 ($2.00)

ACCESSION NUMBER: ED062061

PUBLICATION DATE: AUG 71

TITLE: POLITICAL PARTICIPATION OF MEXICAN AMERICANS IN CALIFORNIA. A REPORT OF THE CALIFORNIA STATE ADVISORY COMMITTEE TO THE UNITED STATES COMMISSION ON CIVIL RIGHTS.

DESCRIPTOR: *CITIZEN PARTICIPATION; GOVERNMENT ROLE; *LEGISLATORS; *MEXICAN AMERICANS; *POLITICAL INFLUENCES; PUBLIC OFFICIALS; RACISM; RURAL AREAS; URBAN AREAS; *VOTING RIGHTS

IDENTIFIER: CALIFORNIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 94P.

THE CALIFORNIA STATE ADVISORY COMMITTEE TO THE U.S. COMMISSION ON CIVIL RIGHTS MET ON JANUARY 21-22, 1971, TO DISCUSS THE POLITICAL PARTICIPATION OF MEXICAN AMERICANS. THIS PAPER PRESENTS THE COMMITTEE'S DISCUSSION AND RECOMMENDATIONS. MATTERS THAT ARE PERTINENT TO THE PARTICIPATION OF MEXICAN AMERICANS IN THE POLITICAL LIFE OF CALIFORNIA ARE DISCUSSED. THESE MATTERS INCLUDE THE ISSUE OF REAPPORTIONMENT AND ITS EFFECT ON THE MEXICAN AMERICAN COMMUNITY, VOTER RIGHTS, INFLUENCE IN MAJOR POLITICAL PARTIES, POLITICAL USE OF POLICE AND THE COURTS, POLITICAL APPOINTMENTS, AND MEXICAN AMERICAN POLITICAL PROBLEMS IN BOTH RURAL AND URBAN AREAS. POLITICAL RACISM IN CALIFORNIA IS ALSO EXAMINED. THE APPENDIX INCLUDES LETTERS TO THE STATE ASSEMBLY AND STATE SENATE AND CORRESPONDING REPLIES, A TABLE CARRYING NUMBERS OF SPANISH-SURNAME VOTES (IN 1 DISTRICT) IN THE 1970 DEMOCRATIC CONGRESSIONAL PRIMARY ELECTION, AND A DISCUSSION OF MEXICAN AMERICAN PARTICIPATION IN CALIFORNIA GOVERNMENT. (NQ)

ACCESSION NUMBER: ED062062

PUBLICATION DATE: 72

TITLE: MEXICAN-AMERICAN AUTHORS.

PERSONAL AUTHOR: PAREDES, AMERICO; PAREDES, RAYMUND

DESCRIPTOR: *AUTHORS; CULTURAL AWARENESS; *FOLKLORE BOOKS; *INSTRUCTIONAL MATERIALS; LEGENDS; *MEXICAN AMERICANS; PROVERBS; *SPANISH AMERICAN LITERATURE; SUPPLEMENTARY READING MATERIALS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 152P.

NINETEEN SELECTIONS BY 12 MEXICAN AMERICAN AUTHORS ARE GIVEN IN THIS BOOK CONTAINING SELECTED PIECES OF MEXICAN AMERICAN LITERATURE WRITTEN (IN ENGLISH) OVER THE PAST HALF CENTURY. THE SELECTIONS INCLUDE LEGENDS, SONGS, ADVENTURE STORIES, POEMS, AND A PLAY (WITH ACCOMPANYING TOPICS FOR DISCUSSION PROVIDED WITH EACH SELECTION). VARIOUS VIEWPOINTS AND ATTITUDES ARE EXPRESSED, WITH A NUMBER OF THE AUTHORS TELLING THEIR OWN VERSIONS OF THE CHICANO EXPERIENCE. A SHORT BIOGRAPHY OF EACH AUTHOR IS GIVEN BEFORE HIS SELECTIONS. ALSO INCLUDED IS A 64-ITEM LIST OF SPANISH WORDS AND PHRASES WITH DEFINITIONS. (NQ)

AVAILABILITY: HOUGHTON MIFFLIN COMPANY, 6626 OAKBROOK BOULEVARD, DALLAS, TEXAS 75235 ($2.00)

ACCESSION NUMBER: ED062069

PUBLICATION DATE: MAY 72

TITLE: THE EXCLUDED STUDENT; EDUCATIONAL PRACTICES AFFECTING MEXICAN AMERICANS IN THE SOUTHWEST. MEXICAN AMERICAN EDUCATION STUDY.

DESCRIPTOR: BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; COMMUNITY ROLE; *CULTURAL AWARENESS; CURRICULUM; EDUCATIONAL NEEDS; EDUCATIONAL POLICY; ENGLISH (SECOND LANGUAGE); *EQUAL EDUCATION; *MEXICAN AMERICANS; *PUBLIC SCHOOLS; QUESTIONNAIRES; RESEARCH; SCHOOL COMMUNITY RELATIONSHIP; *SURVEYS

IDENTIFIER: SOUTHWEST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 77P.

IN THIS U.S. COMMISSION ON CIVIL RIGHTS REPORT, DENIAL OF EQUAL OPPORTUNITY TO MEXICAN AMERICANS BY EXCLUSIONARY PRACTICES IN PUBLIC SCHOOLS IS EXAMINED THROUGH INFORMATION GATHERED AT A COMMISSION ON CIVIL RIGHTS HEARING AND A SUBSEQUENT 1969 SURVEY OF SCHOOL DISTRICTS IN ARIZONA, CALIFORNIA, COLORADO, NEW MEXICO, AND TEXAS HAVING ENROLLMENTS OF MORE THAN 10% SPANISH-SURNAMED STUDENTS. ALTHOUGH SOME INNOVATIONS ORIENTED TO CLOSING THE EDUCATIONAL GAP BETWEEN ANGLOS AND MEXICAN AMERICANS WERE FOUND, SCHOOL SYSTEMS GENERALLY HAD NOT RECOGNIZED THE CULTURE AND TRADITION OF THE MEXICAN AMERICAN AND HAD NOT ADOPTED POLICIES AND PROGRAMS ENABLING MEXICAN AMERICAN STUDENTS TO PARTICIPATE FULLY IN THE BENEFITS OF THE EDUCATIONAL PROCESS. OF 3 TYPES OF PROGRAMS THAT SCHOOLS MAY USE TO MEET THE ENGLISH LANGUAGE DIFFICULTY OF SPANISH-SPEAKING STUDENTS (BILINGUAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND REMEDIAL READING), BILINGUAL EDUCATION WAS OBSERVED TO BE POTENTIALLY THE MOST ADVANTAGEOUS TO BOTH ANGLO AND NON-ENGLISH-SPEAKING STUDENTS; HOWEVER, BILINGUAL PROGRAMS WERE FOUND IN ONLY 6.5% OF THE SCHOOLS--POSSIBLY BECAUSE OF THE GREAT CURRICULAR CHANGE REQUIRED. SUPPRESSION OF THE SPANISH LANGUAGE WAS FOUND TO BE THE MOST OVERT AREA OF CULTURAL EXCLUSION, FOLLOWED BY EXCLUSION OF RELEVANT COURSE CONTENT IN TERMS OF INDO-HISPANIC HISTORY, HERITAGE, AND FOLKLORE. EXCLUSION OF MEXICAN AMERICAN COMMUNITY INVOLVEMENT WAS ALSO NOTED: FEW SCHOOL DISTRICTS AVAILED THEMSELVES OF COMMUNITY ADVISORY BOARDS, CONTACTS WITH THE COMMUNITY, COMMUNITY RELATIONS SPECIALISTS, AND/OR MEXICAN AMERICAN EDUCATIONAL CONSULTANTS. RELATED DOCUMENTS ARE ED 052 849 AND ED 056 821. (MJB)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 0500-0074, $0.75)

ACCESSION NUMBER: ED062095

PUBLICATION DATE: 71

TITLE: RIF'S GUIDE TO BOOK SELECTION. SUPPLEMENT 2.

DESCRIPTOR: AMERICAN INDIANS; *BOOKLISTS; *ELEMENTARY GRADES; *ETHNIC GROUPS; NEGRO YOUTH; PROGRAM GUIDES; *READING INTERESTS; *READING PROGRAMS; SPANISH AMERICAN LITERATURE; SPANISH SPEAKING

IDENTIFIER: *READING IS FUNDAMENTAL PROGRAM

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 69P.

THE READING IS FUNDAMENTAL PROGRAM IS FUNDED BY THE FORD FOUNDATION AND SPONSORED BY THE SMITHSONIAN INSTITUTION. IT IS DESIGNED TO MOTIVATE CHILDREN TO READ THROUGH EXPERIENCING THE JOY AND PRIDE OF OWNING BOOKS OF THEIR OWN CHOICE. ITS PURPOSE IS TO HELP DEVELOP AND GIVE TECHNICAL ASSISTANCE TO A VARIETY OF MODEL PROJECTS THROUGHOUT THE COUNTRY. THIS SUPPLEMENT TO THE RIF GUIDE TO BOOK SELECTION IS PREPARED TO ASSIST RIF PROJECTS AND OTHER SIMILAR PROGRAMS TO SELECT AND PURCHASE INEXPENSIVE BOOKS, MAINLY PAPER BACKS, AT THE ELEMENTARY LEVEL. APPROXIMATELY 1,350 TITLES ARE INCLUDED IN THIS LISTING UNDER A GENERAL LIST AND SECTIONS FOR BLACK, INDIAN, AND SPANISH-SPEAKING ELEMENTARY STUDENTS. BOOKS ARE LISTED ALPHABETICALLY UNDER THE PUBLISHER. EACH ENTRY ALSO INCLUDES INFORMATION ON SUGGESTED READING AND INTEREST LEVELS, PRICE, AND A BRIEF DESCRIPTIVE ANNOTATION. (AW)

ACCESSION NUMBER: ED062367

PUBLICATION DATE: APR 72

TITLE: EVALUATING CARRASCOLENDAS: A TELEVISION SERIES FOR MEXICAN-AMERICAN CHILDREN.

PERSONAL AUTHOR: WILLIAMS, FREDERICK; NATALICIO, DIANA S.

DESCRIPTOR: ANALYSIS OF COVARIANCE; BEHAVIORAL OBJECTIVES; BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *EDUCATIONAL TELEVISION; GRADE 1; GRADE 2; LANGUAGE USAGE; LETTERS (ALPHABET); *MEXICAN AMERICANS; NUMBERS; PHYSICAL ENVIRONMENT; POST TESTING; PRETESTS; *PROGRAM DEVELOPMENT; *PROGRAM EVALUATION; QUESTION ANSWER INTERVIEWS; SPANISH SPEAKING; STATISTICAL ANALYSIS

IDENTIFIER: BILINGUAL EDUCATION ACT; *CARRASCOLENDAS; TITLE VII

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILLINOIS, APRIL 1972)

THE DEVELOPMENT OF "CARRASCOLENDAS," A TELEVISION SERIES DEVISED FOR MEXICAN-AMERICAN CHILDREN, IS SUMMARIZED. EMPHASIS IS PLACED UPON STRATEGIES FOR EVALUATION. EVALUATION EVIDENCE INDICATES THAT "CARRASCOLENDAS" MAY BE AN ALTERNATIVE OR AN ADDITION TO THE SESAME STREET APPROACH TO DEALING WITH THE EDUCATION OF THE DISADVANTAGED. (MS)

ACCESSION NUMBER: ED062462

PUBLICATION DATE: FEB 72

TITLE: SOCIOCULTURAL FACTORS IN THE EDUCATIONAL EVALUATION OF BLACK AND CHICANO CHILDREN.

PERSONAL AUTHOR: MERCER, JANE R.

DESCRIPTOR: *EDUCATIONAL DIAGNOSIS; INDIVIDUALIZED INSTRUCTION; *INTELLIGENCE TESTS; *MENTAL RETARDATION; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO STUDENTS; PSYCHOLOGICAL TESTING; PUBLIC SCHOOLS; SCHOOL PSYCHOLOGISTS; SOCIOCULTURAL PATTERNS; *SPECIAL EDUCATION; TEST BIAS; TEST INTERPRETATION

IDENTIFIER: CALIFORNIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE TENTH ANNUAL CONFERENCE ON CIVIL RIGHTS EDUCATORS AND STUDENTS, NEA, WASHINGTON, D. C., FEBRUARY 18-20, 1972

IN A RECENT STUDY, THE MOTHERS OF 268 CHILDREN WHO WERE IN CLASSES FOR EDUCABLE MENTALLY RETARDED IN TWO PUBLIC SCHOOL DISTRICTS IN SOUTHERN CALIFORNIA WERE INTERVIEWED. THE RESPONSES OF SOME OF THESE MOTHERS DRAMATIZE THREE ISSUES: (1) BIASES IN THE ASSESSMENT PROCEDURES USED TO LABEL CHILDREN AS MENTALLY RETARDED; (2) THE STIGMATIZATION ASSOCIATED WITH SPECIAL CLASS PLACEMENT; AND, (3) INADEQUATE PROGRAMMING. DISPROPORTIONATELY LARGE NUMBERS OF BLACK AND CHICANO CHILDREN ARE LABELED AS MENTALLY RETARDED BY THE PUBLIC SCHOOLS. PUBLIC SCHOOLS RELY MORE ON IQ TEST SCORES THAN ANY OTHER COMMUNITY AGENCY. THE SCHOOLS LABEL MORE PERSONS AS MENTALLY RETARDED, SHARE THEIR LABELS WITH MORE OTHER ORGANIZATIONS, AND LABEL MORE PERSONS WITH IQ'S ABOVE 70 AND WITH NO PHYSICAL DISABILITIES THAN ANY OTHER FORMAL ORGANIZATION IN THE COMMUNITY. PROPORTIONATELY MORE LOW STATUS PERSONS AND PERSONS FROM MINORITY ETHNIC GROUPS WERE DEFINED AS COMPREHENSIVELY RETARDED AS THE CUTOFF LEVEL FOR SUBNORMALITY WAS RAISED. STIGMATIZATION WAS A MAJOR CONCERN OF PARENTS INTERVIEWED. OF A GROUP OF 108 CHILDREN FOLLOWED FOR SEVERAL YEARS AND CLASSIFIED AS RETARDED, ONLY ONE IN FIVE EVER RETURNED TO THE REGULAR CLASS. THUS, MANY PARENTS WERE JUSTIFIED IN SEEING THE PROGRAM AS A "SENTENCE OF DEATH." (AUTHOR/JM)

ACCESSION NUMBER: ED062467

PUBLICATION DATE: 71

TITLE: PARENT AND COMMUNITY PARTICIPATION IN COMPENSATORY EDUCATION THROUGH DISTRICT ADVISORY COMMITTEES IN CALIFORNIA. A PROGRESS REPORT.

PERSONAL AUTHOR: REYES, RAMIRO D.; GEZI, KAL

DESCRIPTOR: *ADVISORY COMMITTEES; *COMMUNITY INVOLVEMENT; *COMPENSATORY EDUCATION PROGRAMS; *PARENT PARTICIPATION; PARENT SCHOOL RELATIONSHIP; PARTICIPANT CHARACTERISTICS; PROGRAM ADMINISTRATION; PROGRAM EVALUATION; SCHOOL COMMUNITY RELATIONSHIP; SCHOOL DISTRICTS; SPANISH SPEAKING; STATE SURVEYS

IDENTIFIER: *CALIFORNIA; ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 40P.

THIS PUBLICATION IS THE REPORT OF AN ATTEMPT BY THE DIVISION OF COMPENSATORY EDUCATION TO EVALUATE THE EFFECTIVENESS OF PARENT ADVISORY COMMITTEES AS THEY OPERATE IN RELATION TO THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROGRAMS IN CALIFORNIA SCHOOLS. THE SAMPLE FOR THIS STUDY WAS RANDOMLY SELECTED. IT CONSISTED OF 186 ADVISORY COMMITTEES THAT REPRESENTED ESEA TITLE I PROJECTS IN 234 SCHOOL DISTRICTS. THESE DISTRICTS WERE LOCATED IN 43 OF THE 58 COUNTIES IN CALIFORNIA. ON THE BASIS OF TWO MAILINGS OF REQUESTS OF THE DISTRICTS FOR THE NAMES AND ADDRESSES OF THE MEMBERS OF THEIR DISTRICT ADVISORY COMMITTEES, 3,690 QUESTIONNAIRES WERE MAILED WITH A COVER LETTER TO THE ADVISORY COMMITTEE MEMBERS, INCLUDING 305 ESEA TITLE I PROJECT COORDINATORS AND SCHOOL DISTRICT SUPERINTENDENTS. A TOTAL OF 1,620 QUESTIONNAIRES WERE RETURNED. ANOTHER SAMPLE USED IN THE STUDY CONSISTED OF ALL OF THE 50 CONSULTANTS IN THE DIVISION OF COMPENSATORY EDUCATION. EACH WAS ASKED TO RESPOND TO A MODIFIED VERSION OF THE QUESTIONNAIRE, AND 25 CONSULTANTS RESPONDED BY COMPLETING AND RETURNING THE QUESTIONNAIRE. (AUTHOR/JM)

ACCESSION NUMBER: ED062478

PUBLICATION DATE: 71

TITLE: AMERICA'S OTHER YOUTH: GROWING UP POOR.

PERSONAL AUTHOR: GOTTLIEB, DAVID, ED.; HEINSOHN, ANNIE L., ED.

DESCRIPTOR: AMERICAN INDIANS; *DEPRESSED AREAS (GEOGRAPHIC); *DISADVANTAGED YOUTH; *ECONOMICALLY DISADVANTAGED; EDUCATIONAL DISADVANTAGEMENT; HUNGER; MEXICAN AMERICANS; *MIGRANT YOUTH; *MINORITY GROUP CHILDREN; NEGRO YOUTH; PUERTO RICANS; RURAL YOUTH; SOCIALLY DISADVANTAGED; URBAN YOUTH; YOUTH PROBLEMS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 216P.

CONTENTS OF PART ONE, PUERTO RICAN YOUTH, OF THIS BOOK, INCLUDES: EXCERPTS FROM "TWO BLOCKS APART: JAN GONZALES AND PETER QUINN," C. MAYERSON; EXCERPTS FROM "UP FROM PUERTO RICO," E. PADILLA; EXCERPT FROM "SPANISH HARLEM," P. SEXTON; AND "POVERTY ON THE LOWER EAST SIDE . . .," P. MONTGOMERY. CONTENTS OF PART TWO, MIGRANT WORKERS YOUTH, INCLUDES: EXCERPTS FROM "THEY HARVEST DESPAIR" D. WRIGHT; AND EXCERPTS FROM "PEONAGE IN FLORIDA," R. COLES AND H. HUGE. CONTENTS OF PART THREE, MEXICAN-AMERICAN YOUTH," INCLUDE: EXCERPTS FROM "MEXICAN AMERICAN YOUTH...," C. HELLER; AND EXCERPTS FROM "SPANISH-SPEAKING CHILDREN OF THE SOUTHWEST," H. MANUAL. CONTENTS OF PART FOUR, "AMERICAN INDIAN YOUTH," INCLUDE: EXCERPTS FROM "CUSTER DIED FOR YOUR SINS," V. DELORIA, JR.; EXCERPTS FROM "THE NEW INDIANS," S. STEINER; AND "LO THE POOR INDIAN," R. NADER. CONTENTS OF PART FIVE, APPALACHIAN YOUTH, INCLUDE: "THE SCHOOLS OF APPALACHIA," P. SHRAG; "APPALACHIA: HUNGER IN THE HOLLOWS," R. COLES; AND EXCERPTS FROM "YESTERDAY'S PEOPLE," J. WELLER. CONTENTS OF PART SIX, BLACK YOUTH, INCLUDE: EXCERPTS FROM "MANCHILD IN THE PROMISED LAND," C. BROWN; EXCERPTS FROM "THE AUTOBIOGRAPHY OF MALCOLM X;" EXCERPTS FROM "COMING UP BLACK: PATTERNS OF GHETTO SOCIALIZATION," E. SCHULTZ; AND, EXCERPTS FROM "DEATH AT AN EARLY AGE," J. KOZOL. (JM)

AVAILABILITY: PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, NEW JERSEY ($3.95)

ACCESSION NUMBER: ED062832

PUBLICATION DATE: MAY 72

TITLE: THE EFFECTS OF COMPUTER-ASSISTED INSTRUCTION ON STUDENT SELF-CONCEPT, LOCUS OF CONTROL, AND LEVEL OF ASPIRATION.

PERSONAL AUTHOR: SMITH, IAN D.; HESS, ROBERT D.

DESCRIPTOR: COMPARATIVE ANALYSIS; *COMPUTER ASSISTED INSTRUCTION; *JUNIOR HIGH SCHOOL STUDENTS; *MATHEMATICS INSTRUCTION; MEXICAN AMERICANS; *REMEDIAL MATHEMATICS; *SELF CONCEPT

IDENTIFIER: STANFORD DRILL AND PRACTICE PROGRAM

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 25P.

THE BASIC QUESTION INVESTIGATED IN THIS STUDY WAS THE EFFECT OF THE STANFORD COMPUTER-ASSISTED INSTRUCTION (CAI) DRILL-AND-PRACTICE PROGRAM IN ELEMENTARY ARITHMETIC WHEN USED AS REMEDIAL INSTRUCTION, ON THE SELF-CONCEPT AND MATH ATTITUDES OF JUNIOR HIGH SCHOOL STUDENTS. ABOUT 75 PERCENT OF THE SAMPLE OF 320 STUDENTS CAME FROM MEXICAN-AMERICAN BACKGROUNDS. A TWO-GROUP PRETEST-POSTTEST DESIGN WAS USED. THE SUBJECTS COULD NOT BE RANDOMLY ASSIGNED TO TREATMENT AND CONTROL GROUPS BECAUSE THE CAI PROGRAM HAD BEEN OPERATING FOR SEVERAL YEARS IN THE SCHOOL. THE CONCLUSIONS OF THIS STUDY ARE: THE CAI PROGRAM PROMOTED REALISTIC ATTITUDES TOWARD MATH; CAI MAY BE AN EFFICIENT, EFFECTIVE FORM OF REMEDIAL INSTRUCTION; CAI DID NOT PROVE DEHUMANIZING, AND NO ACROSS-THE-BOARD NEGATIVE ATTITUDES RESULTED FROM THE PROGRAM; THERE IS NO BEST WAY OF PRESENTING EDUCATIONAL MATERIAL TO ALL STUDENTS. (AUTHOR)

ACCESSION NUMBER: ED062841

PUBLICATION DATE: FEB 72

TITLE: THE BILINGUAL CHILD'S RIGHT TO READ.

PERSONAL AUTHOR: HERBERT, CHARLES H., JR.

DESCRIPTOR: *BEGINNING READING; *BILINGUAL EDUCATION; BILINGUALISM; *CHILDREN; CONCEPT FORMATION; DIALECTS; *ENGLISH (SECOND LANGUAGE); LANGUAGE DEVELOPMENT; LANGUAGE PROGRAMS; LANGUAGE SKILLS; MINORITY GROUPS; *NON ENGLISH SPEAKING; ORAL COMMUNICATION; READING INSTRUCTION; READING RESEARCH; SECOND LANGUAGE LEARNING; SPANISH SPEAKING; TEACHING METHODS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE CLAREMONT (CALIFORNIA) READING CONFERENCE, FEBRUARY 4-5, 1972

THIS DOCUMENT PRESENTS SOME IDEAS ABOUT INITIAL READING INSTRUCTION IN BILINGUAL EDUCATION. THE BILINGUAL PROGRAMS CREATED IN 1969 SEEK THE CREATION OF EQUAL EDUCATIONAL OPPORTUNITIES THROUGH THE USE OF INSTRUCTION IN A NATIVE LANGUAGE TO CHILDREN WHO SPEAK A LANGUAGE OTHER THAN ENGLISH. SUCH PROGRAMS ATTEMPT TO TEACH TWO LANGUAGES CONCURRENTLY AND TO DEAL WITH SUBJECT MATTER INSTRUCTION IN BOTH LANGUAGES. THE PROBLEM OF TEACHING READING SKILLS TO ACCOMPANY THE ORAL LANGUAGE SKILLS IS A CURRENT TOPIC OF RESEARCH. ONE READING THEORY STATES THAT THE ABILITY TO UNDERSTAND WHAT IS READ DEPENDS UPON THE CHILD'S EXPERIENCE WITH LIKE SUBJECT MATTER AS WELL AS HIS COMPREHENSION OF THE LANGUAGE IN WHICH IT IS WRITTEN. THE "INITIAL READING IN SPANISH" PROJECT PRODUCED A DETAILED, DESCRIPTIVE ANALYSIS OF PROCEDURES USED TO TEACH SPANISH-SPEAKING CHILDREN IN MEXICO TO READ IN THEIR NATIVE LANGUAGE. EVALUATION OF STUDENT ACHIEVEMENT IN THE EXPERIMENTAL USE OF THE MEXICAN READING INSTRUCTION METHODS IN THE UNITED STATES INDICATES SUCCESS IN LEARNING TO READ IN BOTH SPANISH AND ENGLISH. (AUTHOR/VM)

ACCESSION NUMBER: ED062843

PUBLICATION DATE: SEP 71

TITLE: PARENT QUESTIONNAIRE.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUALISM; BILINGUAL TEACHER AIDES; *CHILDREN; COMMUNITY INVOLVEMENT; KINDERGARTEN; LANGUAGE INSTRUCTION; *LANGUAGE PROGRAMS; *PARENT ATTITUDES; PARENT PARTICIPATION; PROGRAM EVALUATION; *QUESTIONNAIRES; SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 11P.

THIS INSTRUMENT PROVIDES QUESTIONS FOR DETERMINING PARENTAL ATTITUDES TOWARD ASPECTS OF THE BILINGUAL EDUCATION PROGRAMS IN WHICH THEIR CHILDREN PARTICIPATE. THE QUESTIONS APPEAR IN BOTH ENGLISH AND SPANISH. TECHNIQUES FOR ADMINISTERING THE QUESTIONNAIRE ARE SUGGESTED ALONG WITH POSSIBLE USES OF THE INFORMATION. (VM)

ACCESSION NUMBER: ED062844

PUBLICATION DATE: SEP 71

TITLE: EDUCATIONAL ATTITUDE SURVEY.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUALISM; CHILDREN; ENGLISH; LANGUAGE INSTRUCTION; LANGUAGE PLANNING; *LANGUAGE PROGRAMS; *LANGUAGE ROLE; *PARENT ATTITUDES; PROGRAM EVALUATION; PUBLIC SCHOOLS; *QUESTIONNAIRES; SPANISH; SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 11P.

THIS INSTRUMENT WAS DEVELOPED FOR USE WITH PARENTS OF CHILDREN PARTICIPATING IN BILINGUAL EDUCATION PROGRAMS. IT SEEKS TO DETERMINE PARENTAL ATTITUDES TOWARD EDUCATION IN GENERAL AND TOWARD USING BOTH SPANISH AND ENGLISH TO TEACH COURSES IN PUBLIC SCHOOLS. STATEMENTS REQUIRING PARENTAL AGREEMENT OR DISAGREEMENT APPEAR IN BOTH SPANISH AND ENGLISH. TECHNIQUES FOR ADMINISTERING THE QUESTIONNAIRE ARE SUGGESTED ALONG WITH POSSIBLE USES OF THE INFORMATION. (VM)

ACCESSION NUMBER: ED062845

TITLE: PRIMARY SELF-CONCEPT SCALE: GIRLS.

PERSONAL AUTHOR: MULLER, DOUGLAS G.; LEONETTI, ROBERT

DESCRIPTOR: ATTITUDES; BEHAVIOR; BILINGUAL EDUCATION; *FEMALES; *IDENTIFICATION (PSYCHOLOGICAL); *ILLUSTRATIONS; INDIVIDUAL DEVELOPMENT; PEER RELATIONSHIP; PERSONALITY TESTS; SELF CONCEPT; *SELF CONCEPT TESTS; SELF ESTEEM; SELF EVALUATION; *SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 40P.

THIS BOOKLET OF ILLUSTRATIONS ACCOMPANIES THE PRIMARY SELF-CONCEPT SCALE: TEST MANUAL AND DEPICTS THE BEHAVIOR ALTERNATIVES TO BE CHOSEN BY THE CHILDREN AS THEY RELATE TO PARTICULAR SITUATIONS DESCRIBED BY THE EXAMINERS AS PART OF THE TEST. THIS BOOKLET IS DESIGNED FOR GIRLS TAKING THE TEST. FOR THE VERSION FOR BOYS, SEE FL 003 115; FOR THE TEST MANUAL, SEE FL 003 116. (VM)

ACCESSION NUMBER: ED062846

TITLE: PRIMARY SELF-CONCEPT SCALE: BOYS.

PERSONAL AUTHOR: MULLER, DOUGLAS G.; LEONETTI, ROBERT

DESCRIPTOR: ATTITUDES; BEHAVIOR; BILINGUAL EDUCATION; *IDENTIFICATION (PSYCHOLOGICAL); *ILLUSTRATIONS; INDIVIDUAL DEVELOPMENT; *MALES; PEER RELATIONSHIP; PERSONALITY TESTS; SELF CONCEPT; *SELF CONCEPT TESTS; SELF ESTEEM; SELF EVALUATION; *SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 40P.

THIS BOOKLET OF ILLUSTRATIONS ACCOMPANIES THE PRIMARY SELF-CONCEPT SCALE: TEST MANUAL AND DEPICTS THE BEHAVIOR ALTERNATIVES TO BE CHOSEN BY THE CHILDREN AS THEY RELATE TO PARTICULAR SITUATIONS DESCRIBED BY THE EXAMINERS AS PART OF THE TEST. THIS BOOKLET IS DESIGNED FOR BOYS TAKING THE TEST. FOR THE VERSION FOR GIRLS, SEE FL 003 114; FOR THE TEST MANUAL, SEE FL 003 116. (VM)

ACCESSION NUMBER: ED062847

TITLE: PRIMARY SELF-CONCEPT SCALE: TEST MANUAL.

PERSONAL AUTHOR: MULLER, DOUGLAS G.; LEONETTI, ROBERT

DESCRIPTOR: BEHAVIOR; BILINGUAL EDUCATION; BILINGUALISM; IDENTIFICATION (PSYCHOLOGICAL); INDIVIDUAL DEVELOPMENT; KINDERGARTEN; MEXICAN AMERICANS; PEER RELATIONSHIP; PERSONALITY TESTS; *PRIMARY GRADES; SCORING; *SELF CONCEPT; *SELF CONCEPT TESTS; SELF ESTEEM; SELF EVALUATION; *SPANISH SPEAKING; *TEST CONSTRUCTION; TEST INTERPRETATION; TEST RELIABILITY; TEST VALIDITY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 39P.

IT IS THE PURPOSE OF THE TEST DESCRIBED IN THIS DOCUMENT TO PROVIDE A PROCEDURE FOR ECONOMICALLY EVALUATING SEVERAL ASPECTS OF SELF CONCEPT RELEVANT TO SCHOOL SUCCESS. THE TEST WAS CONSTRUCTED SPECIFICALLY FOR USE WITH THE CHILD OF SPANISH OR MEXICAN DESCENT IN THE SOUTHWEST, BUT IT IS ALSO APPROPRIATE FOR USE WITH CHILDREN FROM THE ANGLO CULTURE. THE TEST CONSISTS OF 24 ITEMS; IN EACH ITEM, THE EXAMINEE IS TOLD A DESCRIPTIVE STORY ABOUT AN ILLUSTRATION AND IS INSTRUCTED TO DRAW A CIRCLE AROUND THE PERSON IN THE ILLUSTRATION THAT IS MOST LIKE HIMSELF. THIS DOCUMENT INCLUDES DIRECTIONS FOR ADMINISTERING THE TEST, THE DESCRIPTIVE STORIES ACCOMPANYING EACH TEST ITEM, AND DETAILS ON SCORING, INTERPRETATION, TEST CONSTRUCTION, RELIABILITY, AND VALIDITY. STATISTICAL DATA AND RESULTS ARE ALSO INCLUDED. FOR THE ILLUSTRATIONS USED IN THE TEST, SEE FL 003 115 FOR THE BOYS' VERSION AND FL 003 114 FOR THE GIRLS' VERSION. (VM)

ACCESSION NUMBER: ED062859

PUBLICATION DATE: 71

TITLE: IT TAKES ALL KINDS OF PEOPLE.

PERSONAL AUTHOR: DIAZ, LUISA V.

DESCRIPTOR: BASIC SKILLS; *CONVERSATIONAL LANGUAGE COURSES; *CULTURAL EDUCATION; *ENGLISH (SECOND LANGUAGE); GRAMMAR; *INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; LANGUAGE SKILLS; PERFORMANCE CRITERIA; *SPANISH SPEAKING; TEACHING GUIDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.

THIS IS A COURSE IN ENGLISH-AS-A-SECOND-LANGUAGE DESIGNED TO MAKE STUDENTS FURTHER UNDERSTAND CULTURAL DIFFERENCES AND TO ACCEPT AND ADJUST TO ENVIRONMENTAL CHANGES IN CONFLICT WITH THEIR OWN CULTURE WITHOUT DAMAGE TO THEIR SELF-IMAGE OR THAT OF THEIR CULTURALLY DIFFERENT PARENTS IN A PLURALISTIC SOCIETY. STUDENTS ARE TO DISCUSS, ACCORDING TO SPECIFIED PERFORMANCE OBJECTIVES, READ, AND WRITE ABOUT CULTURAL DIFFERENCES AND DIFFERENT CULTURE GROUPS IN THE COMMUNITY USING CONTROLLED LANGUAGE PATTERNS. LINGUISTIC DIFFICULTIES CAUSED BY "GOING TO," "WILL," "BE," AND "DO" ARE TREATED IN SEVERAL EXERCISES. A LIST OF RESOURCE MATERIALS IS PROVIDED. (AUTHOR/RL)

ACCESSION NUMBER: ED062986

PUBLICATION DATE: JUN 72

TITLE: THE ADMINISTRATIVE ASPECTS OF THE DEVELOPMENT OF A BILINGUAL SECRETARIAL/CLERICAL PROGRAM AT SANTA ANA COLLEGE.

PERSONAL AUTHOR: RUSSO, JOHN V.

DESCRIPTOR: *BILINGUAL EDUCATION; *BUSINESS EDUCATION; *JUNIOR COLLEGES; *MEXICAN AMERICANS; *OFFICE OCCUPATIONS; STUDENT NEEDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.; SEMINAR PAPER

AT SANTA ANA COLLEGE (CALIFORNIA), A BILINGUAL SECRETARIAL/CLERICAL PROGRAM WAS PROPOSED TO MEET THE NEEDS OF THEIR PREDOMINATELY MEXICAN AND BILINGUAL COMMUNITY, AND TO HELP MEET THE DEMAND FOR BILINGUAL EMPLOYEES. THE GOAL OF THE PROGRAM WAS TO RAISE THE PROFICIENCY OF THESE STUDENTS TO THAT OF THE ANGLO GRADUATES SO THAT THEY COULD PERFORM ALL FUNCTIONS WITH SKILL AT THE ENTRY LEVEL BUT ALSO USE THEIR BILINGUAL BACKGROUND ADVANTAGEOUSLY. THE REPORT INCLUDES AN OUTLINE OF THE CURRICULUM, A DESCRIPTION OF THE FACILITIES AND EQUIPMENT, AND A DISCUSSION OF VARIOUS LEARNING AIDS USED INCLUDING INDIVIDUALIZED INSTRUCTION, LEARNING LABORATORIES, AN INSTRUCTOR OF SPANISH-SPEAKING BACKGROUND, AND AN INSTRUCTIONAL AIDE. A BUDGET ANALYSIS CONTAINING THE NECESSARY FACILITIES, EQUIPMENT, AND PERSONNEL IS INCLUDED. (RN)

ACCESSION NUMBER: ED063053

PUBLICATION DATE: 72

TITLE: A STUDY OF THE RELATIONSHIP OF GLOBAL SELF-CONCEPT, ACADEMIC SELF-CONCEPT, AND ACADEMIC ACHIEVEMENT AMONG ANGLO AND MEXICAN-AMERICAN SIXTH GRADE STUDENTS.

PERSONAL AUTHOR: LINTON, THOMAS H.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *ANGLO AMERICANS; COMPARATIVE ANALYSIS; CROSS CULTURAL STUDIES; *ELEMENTARY SCHOOL STUDENTS; GRADE 6; MEXICAN AMERICANS; *SELF CONCEPT; SEX DIFFERENCES; SOCIOECONOMIC STATUS; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, CHICAGO, ILLINOIS, APRIL 3-7, 1972

THE STUDY WAS CONDUCTED TO DETERMINE (1) IF ANGLO AND MEXICAN AMERICAN 6TH-GRADE STUDENTS DIFFERED SIGNIFICANTLY ON MEASURES OF GLOBAL AND ACADEMIC SELF-CONCEPTS AND (2) THE RELATIONSHIP OF ACADEMIC ACHIEVEMENT TO THESE SELF-CONCEPTS. A SAMPLE OF 172 ANGLO AND 160 MEXICAN AMERICAN STUDENTS FROM 16 ELEMENTARY SCHOOLS IN A SOUTHERN NEW MEXICO CITY WAS STRATIFIED BY 3 SOCIOECONOMIC LEVELS. THE PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE AND A 5-ITEM FACTOR-ANALYZED SCALE DEVELOPED FROM EXISTING RESEARCH WERE USED TO MEASURE SELF-CONCEPT. STUDENT ACHIEVEMENT WAS MEASURED BY TEACHER-ASSIGNED GRADES IN READING, ARITHMETIC, AND SOCIAL STUDIES AND BY THE IOWA TEST OF BASIC SKILLS. A 3-WAY ANALYSIS OF VARIANCE MODEL (WITH STUDENTS CLASSIFIED ACCORDING TO ETHNICITY, SEX, AND SOCIOECONOMIC LEVEL) WAS USED TO TEST DIFFERENCES BETWEEN STUDENTS. RESULTS INDICATED NO SIGNIFICANT DIFFERENCES BETWEEN ETHNIC GROUPS IN TERMS OF ACADEMIC AND GLOBAL SELF-CONCEPTS, AND NO SEX DIFFERENCES WERE FOUND. SIGNIFICANT DIFFERENCES WERE FOUND IN BOTH SELF-CONCEPT MEASURES BETWEEN SOCIOECONOMIC LEVELS. HIGH SOCIOECONOMIC LEVEL WAS ASSOCIATED WITH HIGH SELF-CONCEPT AND LOW SOCIOECONOMIC LEVEL WAS ASSOCIATED WITH LOW SELF-CONCEPT. HOWEVER, MIDDLE-SOCIOECONOMIC-LEVEL MEXICAN AMERICAN STUDENTS' ACADEMIC SELF-CONCEPT SCORES WERE ALMOST THE SAME AS THOSE OF LOW-SOCIOECONOMIC-LEVEL ANGLO AND MEXICAN AMERICAN STUDENTS. RESULTS OF ACTUAL ACHIEVEMENT WERE CONSISTENT WITH FINDINGS OF PREVIOUS STUDIES, AND CORRELATION ANALYSIS OF THE RELATIONSHIPS BETWEEN SELF-CONCEPT AND ACHIEVEMENT DID NOT YIELD A CONSISTENT PATTERN ACROSS SOCIOECONOMIC LEVELS. (NQ)

ACCESSION NUMBER: ED063062

PUBLICATION DATE: SEP 70

TITLE: ETHNIC GROUPS--THEIR CULTURES AND CONTRIBUTIONS.

PERSONAL AUTHOR: JACKSON, ANNE, ED.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; CHINESE AMERICANS; CULTURE; ETHNIC GROUPS; ETHNIC RELATIONS; FILIPINO AMERICANS; HISTORY; JAPANESE AMERICANS; KOREAN AMERICANS; *MEXICAN AMERICANS; *NEGROES; *NON WESTERN CIVILIZATION

IDENTIFIER: *ORIENTAL AMERICANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 162P.

SEEKING TO PROMOTE APPRECIATION OF THE CULTURE OF AMERICAN INDIANS, BLACK AMERICANS, MEXICAN AMERICANS, AND ORIENTAL AMERICANS, THIS 701-ITEM ANNOTATED BIBLIOGRAPHY WITH REFERENCES FROM 1929 TO 1970 GIVES CITATIONS RELATED TO THE HISTORY, CULTURE, AND MORES OF THESE ETHNIC GROUPS. THE BIBLIOGRAPHY INCLUDES CLASSIFIED (BY SUBJECT AND USAGE LEVEL) CITATIONS OF 666 BOOKS AS WELL AS CITATIONS OF 27 FILMS AND 8 RECORDINGS RECOMMENDED FOR USE IN THE ELEMENTARY AND SECONDARY SCHOOLS. AN AUTHOR-TITLE INDEX IS ALSO INCLUDED. (MJB)

AVAILABILITY: DEPARTMENT OF EDUCATION, STATE CAPITOL BUILDING, LITTLE ROCK, ARKANSAS 72201 ($1.00)

ACCESSION NUMBER: ED063065

PUBLICATION DATE: 69

TITLE: SOUTH BY SOUTHWEST: THE MEXICAN-AMERICAN AND HIS HERITAGE.

PERSONAL AUTHOR: TEBBEL, JOHN; RUIZ, RAMON EDUARDO

DESCRIPTOR: *AMERICAN HISTORY; *CHILDRENS BOOKS; CULTURAL AWARENESS; *DEVELOPING NATIONS; EMPLOYMENT; FOREIGN RELATIONS; INDUSTRY; INSTRUCTIONAL MATERIALS; *MEXICAN AMERICANS; SOCIOECONOMIC INFLUENCES; *SUPPLEMENTARY READING MATERIALS

IDENTIFIER: MEXICO; SOUTHWEST

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 122P.

THE HERITAGE OF THE MEXICAN AMERICAN PEOPLE WHO SETTLED IN THE SOUTHWEST IS DISCUSSED IN THIS BOOK WITH REGARD TO MEXICO'S HISTORY, ITS REVOLUTION WITH SPAIN, MEXICO TODAY, AND ITS RELATIONS WITH THE UNITED STATES. THE ILLUSTRATED BOOK IS DESIGNED FOR USE BY OR WITH YOUNG PEOPLE. (NQ)

AVAILABILITY: DOUBLEDAY & COMPANY, INC., GARDEN CITY, N.Y. 11530 ($1.45 PLUS HANDLING)

ACCESSION NUMBER: ED063070

PUBLICATION DATE: JAN 72

TITLE: ASSESSING CULTURAL CHANGE IN NORTH-CENTRAL NEW MEXICO.

PERSONAL AUTHOR: EASTMAN, CLYDE

DESCRIPTOR: *ACCULTURATION; *CROSS CULTURAL STUDIES; *CULTURAL BACKGROUND; ECONOMIC FACTORS; EDUCATION; HEALTH; INCOME; MASS MEDIA; *RESEARCH; *SPANISH AMERICANS

IDENTIFIER: *NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 65P.; AGRICULTURAL EXPERIMENT STATION BULLETIN 592

A STUDY CONDUCTED DURING THE SUMMER OF 1969 RESEARCHED THE CONCEPT OF CULTURE WITH REGARD TO THE ACCULTURATION PROCESS OF SPANISH AMERICANS. THE SPANISH AMERICANS OF NORTH-CENTRAL NEW MEXICO WERE COMPARED WITH THE ANGLO AMERICANS LIVING WITHIN THAT REGION. DATA WERE COLLECTED ON 799 ADULTS FROM THE 2 GROUPS BY MEANS OF PERSONAL INTERVIEWS. FACTOR ANALYSIS IDENTIFIED A FACTOR LABELED THE MODERN-TRADITIONAL DIMENSION WHICH CONSISTED OF 6 VALUE ORIENTATIONS: ACTIVISM-FATALISM, RISK-TAKING, TIME, INTEGRATION WITH FAMILY, PREFERENCE FOR SECONDARY SOCIAL RELATIONS, AND SUPERSTITION. ANALYSIS OF VARIANCE WAS USED TO EXPLORE THE RELATIONSHIP OF THE MODERNISM SCORE TO VARIOUS REFERENCE GROUP CHARACTERISTICS. THIS ANALYSIS ELABORATED THE NATURE OF MODERNISM AND ALLOWED ASSESSMENT OF CHANGES TAKING PLACE AMONG VARIOUS SUBGROUPS. FINDINGS SHOWED THAT ACCULTURATION IS TAKING PLACE, BUT SPANISH AMERICANS ARE NOT BLENDING COMPLETELY. REGRESSION ANALYSIS INDICATED THAT, WHEN OTHER RELEVANT FACTORS ARE HELD CONSTANT, THERE ARE SIGNIFICANT INCOME DIFFERENCES BETWEEN SPANISH AND ANGLO HOUSEHOLD HEADS. (NQ)

ACCESSION NUMBER: ED063084

PUBLICATION DATE: APR 72

TITLE: ELABORATION AND LEARNING EFFICIENCY IN FOUR ETHNIC GROUPS.

PERSONAL AUTHOR: KEE, DANIEL W.; ROHWER, WILLIAM D., JR.

DESCRIPTOR: AURAL STIMULI; CAUCASIAN RACE; CHINESE AMERICANS; *ETHNIC GROUPS; *LEARNING CHARACTERISTICS; LOWER CLASS STUDENTS; *MEASUREMENT TECHNIQUES; NEGRO STUDENTS; *PAIRED ASSOCIATE LEARNING; RECOGNITION; *RESPONSE MODE; RETENTION; SPANISH AMERICANS; VISUAL STIMULI

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 23P.; A PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILL., APRIL 3-7, 1972)

PAIRED-ASSOCIATE LEARNING EFFICIENCY WAS ASSESSED WITHIN FOUR LOW-SES ETHNIC POPULATIONS (BLACK, CHINESE-AMERICAN, LATINO-AMERICAN, AND WHITE) AS A FUNCTION OF PRESENTATION CONDITIONS AND METHOD OF MEASUREMENT (VERBAL RECALL VS. PICTORIAL RECOGNITION). A MIXED-LIST PAIRED-ASSOCIATE TASK WAS ADMINISTERED INDIVIDUALLY TO 40 SECOND GRADE CHILDREN FROM EACH GROUP. THE RESULTS REVEALED SUBSTANTIAL EFFECTS FOR PRESENTATION CONDITIONS, BUT NOT FOR POPULATIONS. NEVERTHELESS, THE PATTERN OF CONDITIONS EFFECTS DIFFERED AS A FUNCTION OF BOTH POPULATIONS AND MEASUREMENT METHOD. AN EXPLANATION OF THE RESULTS WAS DISCUSSED IN TERMS OF THE CONCEPT OF DIFFERENTIAL MEMORY CODING AS A FUNCTION OF SPECIFIC SUBJECT CHARACTERISTICS. (REFERENCES, TABLES, AND FIGURES ARE APPENDED.) (AUTHOR)

ACCESSION NUMBER: ED063429

PUBLICATION DATE: 27 MAR 72

TITLE: COUNSELING RACIAL AND ETHNIC MINORITIES IN THE UNITED STATES.

PERSONAL AUTHOR: VONTRESS, CLEMMONT

DESCRIPTOR: AMERICAN INDIANS; *COUNSELING; *COUNSELOR TRAINING; *CULTURAL FACTORS; CULTURE CONFLICT; DEPRESSED AREAS (GEOGRAPHIC); EDUCATIONAL NEEDS; *ETHNIC GROUPS; *HELPING RELATIONSHIP; JAPANESE AMERICANS; JEWS; MINORITY GROUPS; NEGROES; SPANISH SPEAKING

IDENTIFIER: APPALACHIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, CHICAGO, ILL., MARCH 27, 1972

THE PURPOSE OF THIS PAPER IS TO DISCUSS IN BRIEF SIX RACIAL AND ETHNIC MINORITY GROUPS IN THE UNITED STATES, IN ORDER TO DEMONSTRATE HOW SELECTED CULTURAL VARIABLES MAY INTRUDE IN THE COUNSELING RELATIONSHIP. AMERICAN INDIANS PRESENT SUCH PROBLEMS AS LANGUAGE DIFFICULTIES, TACITURNITY, AND SUSPICIOUSNESS. IN WORKING WITH AMERICANS OF AFRICAN DESCENT, THE COUNSELOR IS APT TO ENCOUNTER TWO KINDS OF PROBLEMS, THE FIRST RELATED TO THE COUNSELING PROCESS AND THE SECOND RELATED TO THE PRODUCT, GOAL, OR OUTCOME. BECAUSE OF LONG GEOGRAPHICAL ISOLATION AND STRONG RESISTANCE TO CHANGE, RESIDENTS OF APPALACHIA MAY BE CONSIDERED AN ETHNIC MINORITY. THEY, IN THE COUNSELING RELATIONSHIP, PRESENT CULTURAL BARRIERS RELATED TO LISTENING, PERSONALISM, AND LANGUAGE. SPANISH HERITAGE GROUPS INTRODUCE A LANGUAGE BARRIER, DEMAND FOR RESPECT, MACHISMO, AND SUSPICION AS SOURCES OF DIFFICULTY IN COUNSELING. SINCE AMERICAN JEWS CONSTITUTE A CULTURAL COMMUNITY, THE COUNSELOR UNFAMILIAR WITH THE ETHOS OF THE GROUP MAY BE INEFFECTUAL HELPING THEM. TO BE EFFECTIVE, THE NON-JAPANESE COUNSELOR NEEDS TO UNDERSTAND SEVERAL ASPECTS OF THE JAPANESE AMERICAN PERSONALITY: ENVY AND SHAME, MODESTY AND RESERVE, AND GENERATION DIFFERENCES. (AUTHOR/JM)

ACCESSION NUMBER: ED063600

PUBLICATION DATE: MAY 72

TITLE: SUCCESS IN FIRST-GRADE READING.

PERSONAL AUTHOR: STANCHFIELD, JO M.

DESCRIPTOR: CAUCASIAN STUDENTS; *EXPERIMENTAL CURRICULUM; *KINDERGARTEN; LISTENING SKILLS; MEXICAN AMERICANS; NEGRO STUDENTS; *PREREADING EXPERIENCE; PSYCHOMOTOR SKILLS; READING MATERIALS; *READING READINESS; *READING SKILLS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 7P.; PAPER PRESENTED AT ANNUAL CONVENTION OF INTERNATIONAL READING ASSN. (17TH, DETROIT, MAY 10-13, 1972)

A STUDY CONDUCTED WITH 17 EXPERIMENTAL AND 17 CONTROL KINDERGARTEN CLASSES OF MEXICAN-AMERICAN, BLACK, AND OTHER WHITE CHILDREN OF VARIED ACADEMIC ACHIEVEMENT SOCIO-ECONOMIC BACKGROUND ATTEMPTED TO DETERMINE WHETHER TRAINING IN PRE-READING SKILLS WOULD IMPROVE TEST SCORES IN BEGINNING READING. WHILE CHILDREN IN THE CONTROL GROUPS EXPERIENCED THE REGULAR KINDERGARTEN CURRICULUM, EXPERIMENTAL GROUPS FOLLOWED A COURSE OF STUDY DESIGNED IN A SEQUENTIAL, DEVELOPMENTAL ORDER TO TEACH THE FOLLOWING SKILLS: (1) LISTENING FOR COMPREHENSION OF CONTENT; (2) LISTENING FOR AUDITORY DISCRIMINATION; (3) VISUAL DISCRIMINATION SKILLS; (4) ORAL LANGUAGE SKILLS; (5) MOTOR-PERCEPTUAL SKILLS; AND (6) SOUND-SYMBOL CORRESPONDENCE SKILLS. MATERIALS USED IN THE EXPERIMENTAL COURSE INCLUDED DETAILED TEACHER READING READINESS MANUALS, PICTURE CARDS, FLANNELBOARDS, HAND PUPPETS, AND SPECIALLY SELECTED CHILDREN'S BOOKS. TESTS ADMINISTERED AT THE END OF THE KINDERGARTEN SCHOOL YEAR, AND AGAIN AFTER A YEAR OF A REGULAR FIRST GRADE CURRICULUM, DISCOVERED A SIGNIFICANT IMPROVEMENT FOR ALL EXPERIMENTAL GROUPS OVER ALL CONTROL GROUPS IN READING ABILITY, WITH DIFFERENTIATED SCORES FOR DIFFERENT ETHNIC GROUPS, BUT UNDIFFERENTIATED SCORES FOR BOYS AND GIRLS IN THE EXPERIMENTAL GROUPS. (STATISTICAL TABLES OF TEST SCORES ARE INCLUDED.) (MF)

ACCESSION NUMBER: ED063808

PUBLICATION DATE: SEP 72

TITLE: RESOURCE MATERIAL FOR BILINGUAL EDUCATION.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUAL TEACHER AIDES; CLASSROOM TECHNIQUES; CULTURAL EDUCATION; CULTURAL PLURALISM; ENGLISH (SECOND LANGUAGE); *INSTRUCTIONAL MATERIALS; *LANGUAGE ENRICHMENT; LANGUAGE INSTRUCTION; *LEARNING ACTIVITIES; MEXICAN AMERICANS; *PRIMARY EDUCATION; RESOURCE MATERIALS; SECOND LANGUAGE LEARNING; SPANISH SPEAKING; VOCABULARY DEVELOPMENT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 217P.

THIS HANDBOOK CONSISTS OF MATERIALS WRITTEN IN SPANISH AND ENGLISH AND SERVES AS A REFERENCE BOOK TO AID THE BILINGUAL CLASSROOM TEACHER AND INSTRUCTIONAL AIDE AT THE PRIMARY LEVEL BY PROVIDING MATERIAL FOR LANGUAGE ENRICHMENT AND SUPPLEMENTARY LEARNING ACTIVITIES. THERE IS MATERIAL TO SUPPLEMENT EACH AREA OF THE CURRICULUM; THE HANDBOOK IS DIVIDED INTO SECTIONS ON PATRIOTISM, DAYS--MONTHS--SEASONS, COLORS--LETTERS--NUMBERS, PLANTS--ANIMALS, SELF--FAMILY--COMMUNITY, FOOD--CLOTHING, HOLIDAYS--SPECIAL EVENTS, CLASSROOM TERMS AND EXPRESSIONS, AND BIOGRAPHIES. POEMS, FINGER PLAYS, STORIES, AND SONGS ARE PROVIDED FOR USE IN AURAL-ORAL ACTIVITIES TO SUPPLEMENT THE AREAS OF LANGUAGE, ART, AND MUSIC. NO GRADE-LEVEL LIMITATIONS ARE PLACED ON THE USE OF THE MATERIAL; IT IS SUGGESTED THAT TEACHERS ADAPT THE DIFFERENT IDEAS AND ACTIVITIES WHICH ARE SUITABLE FOR THEIR GRADE LEVEL. (AUTHOR/VM)

ACCESSION NUMBER: ED063821

PUBLICATION DATE: 71

TITLE: PROYECTO LEER BULLETIN, NUMBER 8.

PERSONAL AUTHOR: BENSON, SUSAN SHATTUCK

DESCRIPTOR: *ADULT EDUCATION; *ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES; BULLETINS; *CHILDRENS BOOKS; *INSTRUCTIONAL MATERIALS; INSTRUCTIONAL PROGRAM DIVISIONS; LANGUAGE INSTRUCTION; MODERN LANGUAGES; NON ENGLISH SPEAKING; *SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 10P.

THIS BULLETIN LISTS EDUCATIONAL MATERIALS FOR THE SPANISH SPEAKING. SEVERAL HUNDRED DOCUMENTS ARE LISTED IN THREE MAIN SECTIONS: (1) ORGANIZATIONS, PROGRAMS, LAWS, AND NEWS RELATED TO THE SPANISH SPEAKING; (2) A LIST OF BOOKS SELECTED; AND (3) A LIST OF PUBLISHERS AND DISTRIBUTORS WITH THEIR ADDRESSES. SEVERAL BIBLIOGRAPHIES ARE INCLUDED. ENTRIES ARE ANNOTATED AND INCLUDE COMMENTS PERTAINING TO GRADE LEVEL. (RL)

ACCESSION NUMBER: ED063822

PUBLICATION DATE: 71

TITLE: PROYECTO LEER BULLETIN, NUMBER 9.

PERSONAL AUTHOR: BENSON, SUSAN SHATTUCK

DESCRIPTOR: ADULT EDUCATION; *ANNOTATED BIBLIOGRAPHIES; *AUDIOVISUAL AIDS; AUDIOVISUAL INSTRUCTION; BIBLIOGRAPHIES; BULLETINS; CHILDRENS BOOKS; FEDERAL PROGRAMS; FOLKLORE BOOKS; INSTRUCTIONAL MATERIALS; INSTRUCTIONAL MEDIA; INSTRUCTIONAL PROGRAM DIVISIONS; LANGUAGE INSTRUCTION; MODERN LANGUAGES; *RESOURCE MATERIALS; *SPANISH; *SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.

THIS BULLETIN LISTS ADDRESSES OF PUBLISHERS AND DISTRIBUTORS OF AUDIOVISUAL INSTRUCTIONAL MATERIALS IN SPANISH IN THE UNITED STATES AND LATIN AMERICA. SOURCES ARE LISTED IN FOUR CATEGORIES: (1) FEDERAL SOURCES OF MATERIALS, INFORMATION ON MATERIALS, NAMES OF RESOURCE PEOPLE, PROGRAMS, AND PROPOSAL GUIDELINES CONCERNING THE SPANISH SPEAKING; (2) CONSUMER EDUCATION MATERIALS IN SPANISH OR FOR THE SPANISH SPEAKING; (3) FOLK MUSIC OF THE AMERICAS; AND (4) BOOKS, BIBLIOGRAPHIES, AND PERIODICALS. TWO SECTIONS LISTING CHILDREN'S AND ADULTS' BOOKS IN SPANISH ARE INCLUDED WITH ANNOTATIONS. (RL)

ACCESSION NUMBER: ED063830

PUBLICATION DATE: 4 FEB 72

TITLE: THE PREPARATION OF THE TEACHER FOR BILINGUAL EDUCATION.

PERSONAL AUTHOR: MICHEL, JOSEPH

DESCRIPTOR: *BACHELORS DEGREES; *BILINGUAL EDUCATION; BILINGUALISM; CURRICULUM DESIGN; *CURRICULUM DEVELOPMENT; EDUCATIONAL OBJECTIVES; *ELEMENTARY EDUCATION; GUIDELINES; LANGUAGE ARTS; LANGUAGE PROGRAMS; QUESTIONNAIRES; SPANISH SPEAKING; STUDENT TEACHING; *TEACHER EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.; SPEECH PRESENTED AT EDINBORO STATE COLLEGE, EDINBORO, PENNSYLVANIA, FEBRUARY 4, 1972

THIS DOCUMENT CONTAINS A PROPOSED CURRICULUM FOR A BACHELOR OF SCIENCES PROGRAM IN ELEMENTARY EDUCATION WITH AN ACADEMIC CONCENTRATION IN BILINGUAL EDUCATION FOR SPANISH-ENGLISH BILINGUALS. A QUESTIONNAIRE SENT TO SELECTED INDIVIDUALS PROVIDED IDEAS ON SOME OF THE ISSUES AND PROBLEMS DISCUSSED IN THIS PAPER. THE QUESTIONNAIRE, INCLUDED HERE ALONG WITH RESULTS, COVERS GENERAL CONSIDERATIONS, TRAINING IN LINGUISTICS, TRAINING IN ENGLISH AND SPANISH, COMPETENCE IN SPANISH, TRAINING IN CULTURE, TRAINING IN METHODOLOGY, PRACTICE TEACHING, TRAINING IN EDUCATIONAL FOUNDATIONS, AND TRAINING IN TESTING. SUGGESTIONS FOR THE TEACHER EDUCATION CURRICULUM ARE PRESENTED ALONG WITH EXPLANATION. THE PROGRAM DEVELOPED HERE IS WEIGHTED TOWARD THE LANGUAGE ARTS. SEVERAL BASIC IDEAS FOR THE PREPARATION OF THE TEACHER FOR BILINGUAL EDUCATION ARE LISTED. (VM)

ACCESSION NUMBER: ED063845

PUBLICATION DATE: 6 APR 72

TITLE: ORAL LANGUAGE ASSESSMENT.

PERSONAL AUTHOR: NATALICIO, DIANA S.; WILLIAMS, FREDERICK

DESCRIPTOR: CHILD LANGUAGE; *CHILDREN; DIALECT STUDIES; EARLY CHILDHOOD; LANGUAGE; LANGUAGE RESEARCH; LINGUISTIC COMPETENCE; *LINGUISTIC PERFORMANCE; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; PRESCHOOL CHILDREN; SPEECH; STANDARD SPOKEN USAGE; TABLES (DATA); *TEACHER EDUCATION; *TEST RELIABILITY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, APRIL 6, 1972, CHICAGO, ILLINOIS

THIS PAPER REPORTS THE ATTEMPT TO SEE WHICH CHARACTERISTICS OF THE SPEECH OF BLACK AND MEXICAN AMERICAN CHILDREN WOULD BE RELIABLY EVALUATED BY EXPERTS SPECIALIZING IN DIALECT STUDY. PRESUMABLY, IF SELECTED CHARACTERISTICS WERE EVALUATED WITH CONSISTENCY AND BASES FOR THESE EVALUATIONS WERE GIVEN, SUCH RESULTS COULD SERVE IN TRAINING TEACHERS TO RECOGNIZE AND DEAL WITH LANGUAGE DIFFERENCE IN MINORITY GROUP CHILDREN. EVALUATIONS FOR BOTH LANGUAGE GROUPS WERE IN TERMS OF JUDGMENTS CONCERNING LANGUAGE DOMINANCE AND STANDARD AMERICAN ENGLISH COMPREHENSION, PRODUCTION, PHONOLOGY, INTONATION, INFLECTION, SYNTAX, POSSIBLE LANGUAGE PATHOLOGIES, AND PREDICTIONS OF READING ACHIEVEMENT. IN ADDITION, THE MEXICAN AMERICAN CHILDREN WERE EVALUATED ON SPANISH COMPREHENSION, PRODUCTION, PHONOLOGY, INTONATION, AND SYNTAX. RELIABILITY ESTIMATES ARE PROVIDED FOR EACH OF THE ASPECTS OF THE INVESTIGATION. (AUTHOR/VM)

ACCESSION NUMBER: ED063988

PUBLICATION DATE: MAY 71

TITLE: MEXICAN AMERICANS AND EDUCATIONAL CHANGE. SYMPOSIUM (UNIVERSITY OF CALIFORNIA, RIVERSIDE, MAY 21-22, 1971).

PERSONAL AUTHOR: CASTANEDA, ALFREDO, ED.; AND OTHERS

DESCRIPTOR: ATTITUDES; *BICULTURALISM; *BILINGUAL EDUCATION; CULTURAL PLURALISM; *EDUCATIONAL CHANGE; *EDUCATIONAL NEEDS; *MEXICAN AMERICANS; POLITICS; SYMPOSIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$16.45

DESCRIPTIVE NOTE: 421P.

SEVENTEEN PAPERS PRESENTED AT A SYMPOSIUM ON "MEXICAN AMERICANS AND EDUCATIONAL CHANGE" FUNDED BY PROJECT FOLLOW THROUGH, U.S. OFFICE OF EDUCATION, ARE CONTAINED IN THIS DOCUMENT. THE PAPERS DEAL WITH SUCH TOPICS AS EDUCATIONAL CHANGE IN HISTORICAL PERSPECTIVE, POLITICS OF EDUCATIONAL CHANGE, CULTURAL DEMOCRACY, BICULTURAL EDUCATION, BILINGUAL EDUCATION, AND PARENTAL INVOLVEMENT IN EDUCATION. THE CONTRIBUTORS OF THE PAPERS REPRESENT A BROAD SPECTRUM OF SCHOLARSHIP AND EXPERTISE AND ARE ASSOCIATED WITH A VARIETY OF UNIVERSITIES THROUGHOUT THE SOUTHWEST AND WITH THE FEDERAL GOVERNMENT. THE DOCUMENT ALSO CONTAINS A KEY NOTE ADDRESS BY ARMANDO RODRIGUEZ. (NQ)

ACCESSION NUMBER: ED063993

PUBLICATION DATE: DEC 71

TITLE: CONFLICT AND CHANGE IN A BIFURCATED COMMUNITY: ANGLO - MEXICAN-AMERICAN POLITICAL RELATIONS IN A SOUTH TEXAS TOWN.

PERSONAL AUTHOR: MILLER, MICHAEL VICTOR

DESCRIPTOR: ANGLO AMERICANS; COMMUNITY COOPERATION; DEMOGRAPHY; *ECONOMIC DEVELOPMENT; EDUCATIONAL PROBLEMS; *ELECTIONS; *INTERGROUP RELATIONS; *MEXICAN AMERICANS; *POLITICAL INFLUENCES; RACIAL DISCRIMINATION; SOCIOLOGY

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 292P.; MASTER'S THESIS SUBMITTED TO TEXAS A & M UNIVERSITY, COLLEGE STATION, TEXAS

FACTORS TENDING TO INHIBIT THE DEVELOPMENT AND EFFICACY OF MEXICAN AMERICAN INTEREST-ORIENTED POLITICAL ACTIVITY, ANGLO-MEXICAN AMERICAN POLITICAL RELATIONS, AND OTHER RELATED FACTORS ARE EXAMINED IN THIS MASTER'S THESIS. THE STATED OBJECTIVE OF THE STUDY IS TO PROVIDE INSIGHTS AS TO HOW THESE FACTORS INFLUENCED THE POLITICAL SITUATION ON 2 SEPARATE OCCASIONS. TWO GENERAL PERIODS OF POLITICAL ACTIVITY TRANSPIRING BETWEEN 1963 AND 1970 ARE DELINEATED AND DESCRIBED: THE WORKING-CLASS MEXICAN AMERICAN POLITICAL ACTION AND ANGLO AND MIDDLE-CLASS MEXICAN AMERICAN REACTION (1963-69) AND THE CHICANO POLITICAL ACTION (1969-70). AMONG THE CONCLUSIONS BASED ON HISTORICAL ANALYSIS ARE: (1) AN ORGANIZER OF AN INTEREST GROUP WILL PROBABLY BE AN EXTRA-COMMUNITY RESIDENT; (2) THE EXISTENCE OF OVERT DISSATISFACTION WILL FACILITATE THE INTRUSION OF THESE ORGANIZERS; (3) THE INTEREST GROUP MUST UTILIZE A COMMUNITY-RELEVANT ISSUE; AND (4) AMONG OTHER FACTORS, STRUCTURED RECRUITMENT WILL BE FACILITATED BY THE STATUS, EXPERTISE, AND CHARISMATIC APPEAL OF LEADERS. A MODEL OF POLITICAL CHANGE WHICH MAY BE APPLICABLE TO MEXICAN AMERICAN INTEREST-ORIENTED POLITICAL BEHAVIOR IN SOUTH TEXAS COMMUNITIES IS DESCRIBED. (PS)

AVAILABILITY: INTER-LIBRARY LOAN FROM TEXAS A & M UNIVERSITY, COLLEGE STATION, TEXAS

ACCESSION NUMBER: ED063994

PUBLICATION DATE: 70

TITLE: MEXICAN AMERICANS. ETHNIC GROUPS IN AMERICAN LIFE SERIES.

PERSONAL AUTHOR: MOORE, JOAN W.; CUELLAR, ALFREDO

DESCRIPTOR: ACCULTURATION; COMMUNITY RELATIONS; CULTURE; *DEMOGRAPHY; *EDUCATIONAL DISADVANTAGEMENT; ETHNIC ORIGINS; FAMILY (SOCIOLOGICAL UNIT); IMMIGRANTS; INSTITUTIONS; LANGUAGE; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; POLITICAL ATTITUDES; RELIGION; RESEARCH; *SOCIOECONOMIC INFLUENCES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 174P.

PART OF A SERIES ON ETHNIC GROUPS IN AMERICAN LIFE, THIS BOOK TREATS THE MEXICAN AMERICAN EXPERIENCE IN THE U.S. PERSPECTIVES PRESENTED IN THE BOOK RESULT FROM INTERACTION WITH MEXICAN AMERICAN AND ANGLO STUDENTS AND WITH MEXICAN AMERICAN COMMUNITY MEMBERS, FROM RESPONSES TO SURVEYS IN 3 SOUTHWESTERN CITIES, AND FROM RECENT RESEARCH FINDINGS. AVAILABLE DEMOGRAPHIC INFORMATION IS SUMMARIZED, AS IS THE HISTORY OF THE CATHOLIC CHURCH AND ITS MEXICAN PARISHIONERS, MEXICAN IMMIGRATION, AND MEXICAN AMERICAN EDUCATION. MAJOR DIVISIONS OF THE BOOK ARE: MEXICAN AMERICANS IN AMERICAN LIFE; HISTORY: A MINORITY APPEARS; THE ORIGINS OF DIVERSITY; PROFILE OF THE MEXICAN AMERICAN; AMERICAN INSTITUTIONS IN THE MEXICAN EXPERIENCE; FAMILY AND COMMUNITY: STABILITY AND CHANGE; LANGUAGE AND CULTURE; AND PERSPECTIVE ON POLITICS. (MJB)

AVAILABILITY: PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, NEW JERSEY 17632 ($3.50 PAPERBACK; $5.95 HARD BACK)

ACCESSION NUMBER: ED064003

PUBLICATION DATE: 72

TITLE: PROMISING SCHOOL PRACTICES FOR MEXICAN AMERICANS.

PERSONAL AUTHOR: SMITH, GEORGE W., ED.; CASKEY, OWEN L., ED.

DESCRIPTOR: BILINGUAL EDUCATION; COMPENSATORY EDUCATION; CULTURAL EDUCATION; EARLY CHILDHOOD EDUCATION; *EDUCATIONAL PROGRAMS; *EDUCATIONAL RESEARCH; *LANGUAGE PROGRAMS; *MEXICAN AMERICANS; *MIGRANT EDUCATION; MINORITY GROUPS; PARENT PARTICIPATION; PROJECT APPLICATIONS; READING PROGRAMS; SELF CONCEPT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 262P.

THE DESIGNERS OF 66 PROJECTS INTENDED TO CREATE MEANINGFUL AND PRODUCTIVE EDUCATIONAL EXPERIENCES FOR MEXICAN AMERICAN CHILDREN WITH IMPOVERISHED BACKGROUNDS DESCRIBE AND EVALUATE THEIR PROGRAMS. IN THE VARIOUS ARTICLES, PROGRAMS IN THE AREAS OF READINESS AND ORIENTATION, LANGUAGE DEVELOPMENT, BILINGUAL INSTRUCTION, ENGLISH-AS-A-SECOND LANGUAGE AND ORAL LANGUAGE, READING, PARENT INVOLVEMENT, AND SELF-CONCEPT ENHANCEMENT ARE DESCRIBED. THE COMPILATION ALSO INCLUDES DISCUSSIONS OF MIGRANT PROGRAMS, SPECIAL PROGRAMS FOR MEXICAN AMERICAN STUDENT, AND RESEARCH REPORTS ON MEXICAN AMERICAN PROJECTS IN EDUCATION. (MJB)

ACCESSION NUMBER: ED064007

PUBLICATION DATE: 72

TITLE: THE CHICANO ADDICT: AN ANALYSIS OF FACTORS INFLUENCING REHABILITATION IN A TREATMENT AND PREVENTION PROGRAM.

PERSONAL AUTHOR: AUMANN, JON; AND OTHERS

DESCRIPTOR: *DRUG ADDICTION; *DRUG THERAPY; HISTORY; LITERATURE REVIEWS; *MEXICAN AMERICANS; *REHABILITATION PROGRAMS; RESEARCH; *SOCIOECONOMIC BACKGROUND; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 53P.

EXPLORING A PHOENIX, ARIZONA, DRUG REHABILITATION PROGRAM ORIENTED TOWARD THE CHICANO ADDICT WAS THE PURPOSE OF THIS STUDY. THE STUDY RELATED TO 3 MAJOR VARIABLES INFLUENCING THE REHABILITATION PROCESS: (1) CHARACTERISTICS OF THE CHICANO ADDICT, (2) CHARACTERISTIC LIFE STYLE PATTERNS CONSIDERED IN THE REHABILITATION PROCESS, AND (3) THE EXTENT TO WHICH THE REHABILITATION PROCESS IS GEARED TO MEET THE CHICANO ADDICT'S NEEDS. CASE RECORDS OF 232 ADDICTS COMPOSED THE STUDY POPULATION. IN-DEPTH INTERVIEWS USING PREDETERMINED QUESTIONNAIRES AND NON-DIRECTIVE INTERVIEW TECHNIQUES WERE CONDUCTED WITH 22 OF THE ADDICTS. INFORMATION WAS ALSO OBTAINED FROM PROGRAM ADMINISTRATORS AND STAFF TO DETERMINE (1) PROGRAM POLICY AND SERVICES, (2) INTERPRETATION OF FINDINGS, AND (3) ASSESSMENT OF THE COMMUNITY SERVICE NETWORK. FINDINGS INDICATED THAT (1) A LARGE PROPORTION OF ADDICTS WERE MALES, (2) THE LARGEST NUMBER WERE BETWEEN 23 AND 27 YEARS OF AGE UPON ENTERING THE PROGRAM, (3) THEY WERE IN THEIR FIRST MARRIAGE AND HAD DEPENDENT CHILDREN, (4) MOST WERE CATHOLIC AND MEXICAN AMERICAN, (5) MOST WERE FROM BARRIOS AND HAD RECEIVED 8 TO 11 YEARS OF EDUCATION, (6) MOST HAD RELIED TYPICALLY ON ILLEGAL ACTIVITIES FOR INCOME (THOSE WITH LEGITIMATE JOBS HAD UNSKILLED LABOR OCCUPATIONS), (7) HEROIN WAS THE MOST COMMON DRUG PROBLEM, AND (8) MOST HAD BEEN ARRESTED 3 OR MORE TIMES AND WERE CONVICTED 1 TO 2 TIMES. RECOMMENDATIONS WERE TO DESIGN AN OUTREACH PROGRAM TO ATTRACT FEMALE STUDENTS AND TO CONTINUE TO LOCATE REHABILITATION PROGRAMS FOR CHICANO ADDICTS IN BARRIOS. (NQ)

AVAILABILITY: VALLE DEL SOL, INC., 1209 SOUTH 1ST AVE., PHOENIX, ARIZONA 85003 ($3.00 PLUS HANDING)

ACCESSION NUMBER: ED064010

PUBLICATION DATE: 30 JUN 70

TITLE: PESO BILINGUAL LANGUAGE DEVELOPMENT PROJECT. PROJECT EVALUATION, JUNE 30, 1970.

DESCRIPTOR: *ANGLO AMERICANS; *BILINGUAL EDUCATION; CONCEPT FORMATION; CULTURAL AWARENESS; LANGUAGE INSTRUCTION; LANGUAGE SKILLS; *MEXICAN AMERICANS; PARENT SCHOOL RELATIONSHIP; *PILOT PROJECTS; PRIMARY GRADES; *PROGRAM EVALUATION; SCHOOL COMMUNITY PROGRAMS; SELF CONCEPT; STAFF ROLE

IDENTIFIER: WEST TEXAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 102P.

THE "PESO" BILINGUAL LANGUAGE DEVELOPMENT PROJECT WAS A 1-YEAR PILOT STUDY IN 4 WEST TEXAS COUNTY SCHOOL DISTRICTS INVOLVING 451 ANGLO AND MEXICAN AMERICAN 1ST- AND 2ND-GRADE STUDENTS. THE PROJECT CONTAINED 3 COMPONENTS: (1) THE DEVELOPMENT OF BILINGUAL ORAL AND WRITTEN LANGUAGE SKILLS--INSTRUCTION IN THE SPANISH LANGUAGE, AND THE CONCOMITANT DEVELOPMENT OF CONCEPT FORMATION ABILITY, SELF-IMAGE, AND CULTURAL AWARENESS; AND INSTRUCTION IN ENGLISH, WITHIN THE REGULAR SCHOOL PROGRAM, (2) THE DEVELOPMENT OF A WELL-TRAINED STAFF OF BILINGUAL TEACHERS, AND (3) THROUGH PARENT INVOLVEMENT, THE DEVELOPMENT OF A POSITIVE RELATIONSHIP BETWEEN THE SCHOOL AND COMMUNITY CONCERNING THE BILINGUAL PROGRAM. THE OBJECTIVES OF THE INSTRUCTIONAL COMPONENT WERE ACHIEVED TO A SIGNIFICANT LEVEL; HOWEVER, THE ATTEMPT TO DEVELOP SPANISH WRITTEN LANGUAGE SKILLS FAILED. TESTING INDICATED THE NEED FOR AN ENTIRE YEAR TO DEVELOP SPANISH ORAL LANGUAGE SKILLS. STAFF DEVELOPMENT AND PARENT INVOLVEMENT OBJECTIVES WERE MET. PROCEDURES FOR THE ATTAINMENT OF THESE OBJECTIVES WERE DEEMED PRACTICAL, BUT THE EVALUATION DESIGN WAS THOUGHT TO NEED FURTHER DEVELOPMENT OWING TO THE LACK OF ADEQUATE MEASUREMENT DEVICES IN SPANISH LANGUAGE DEVELOPMENT. EIGHT EXHIBITS, INCLUDING A PARENT ATTITUDE SURVEY AND EVALUATION REPORTS, AND 12 TABLES OF TEST RESULTS ARE APPENDED. (MJB)

ACCESSION NUMBER: ED064015

PUBLICATION DATE: JUL 71

TITLE: ROWLAND BILINGUAL/BICULTURAL EDUCATION PROJECT. EVALUATION REPORT.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *BICULTURALISM; *BILINGUAL STUDENTS; COMMUNITY INVOLVEMENT; ENGLISH (SECOND LANGUAGE); FIELD TRIPS; *INSTRUCTIONAL MATERIALS; *KINDERGARTEN CHILDREN; *MEXICAN AMERICANS; SPANISH SPEAKING; STUDENT ATTITUDES; TEACHER EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 149P.

A BILINGUAL/BICULTURAL PROJECT FOR KINDERGARTEN CHILDREN IN ROWLAND HEIGHTS, CALIFORNIA, IS DESCRIBED IN THIS EVALUATION REPORT. THE PROJECT INCLUDED 2 KINDERGARTEN CLASSES WITH APPROXIMATELY 30 CHILDREN IN EACH CLASS AND A BILINGUAL STAFF. PARENTS AND OTHER COMMUNITY MEMBERS SERVED AS EDUCATIONAL VOLUNTEERS AND RESOURCE PERSONS. PRE-SERVICE AND INSERVICE PROGRAMS WERE PROVIDED FOR TEACHERS AND TEACHER AIDES. PUPIL PERFORMANCE IN THE BICULTURAL ATMOSPHERE WAS EVALUATED BY MEANS OF A KINDERGARTEN ACHIEVEMENT PROFILE AND AN ATTITUDINAL/ADJUSTMENT RATING SCALE. THE PROJECT EVALUATION WAS ALSO BASED ON INFORMATION COLLECTED BY MEANS OF QUESTIONNAIRES DISTRIBUTED TO TEACHERS, TEACHER AIDES, PARENTS, AND ADVISORY COMMITTEE MEMBERS. RECOMMENDATIONS FOR IMPROVING THE PROJECT CALL FOR CLOSER MONITORING OF STUDENT ATTENDANCE, REVISION OF STUDENT SELECTION CRITERIA, BETTER LIAISON WITH TARGET AREA RESIDENTS, REVIEW OF PARENTS WHO SHOW LITTLE INTEREST IN PROGRAM PARTICIPATION, CLOSER MATCHING OF TEACHERS AND TEACHER-AIDES WITHIN EACH CLASSROOM, CLOSER MONITORING OF ADVISORY COMMITTEE MEMBER ATTENDANCE, AND FULL RESPONSIBILITY ON THE PART OF THE PROJECT DIRECTOR FOR STAFF SELECTION AND STAFF SELECTION CRITERIA. (PS)

ACCESSION NUMBER: ED064018

PUBLICATION DATE: 3 AUG 71

TITLE: HACER VIDA. FIRST YEAR EVALUATION REPORT, 1970-71.

DESCRIPTOR: *BILINGUAL EDUCATION; *COMMUNITY INVOLVEMENT; LANGUAGE INSTRUCTION; MATERIAL DEVELOPMENT; *MEXICAN AMERICANS; *PROGRAM EVALUATION; SECOND LANGUAGE LEARNING; *STAFF ROLE; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 194P.

PROJECT "HACER VIDA" IS A BILINGUAL EDUCATIONAL PROGRAM DEVELOPED JOINTLY BY 7 COOPERATING SCHOOL DISTRICTS IN RIVERSIDE COUNTY, CALIFORNIA, WITH A COMBINED ENROLLMENT OF OVER 18,000 STUDENTS, OF WHICH 50% HAVE A DIRECT NEED FOR BILINGUAL EDUCATION. THE PROJECT'S MAIN GOAL IS THE DEVELOPMENT OF BILINGUALLY COMPETENT INDIVIDUALS WITH SUFFICIENT BICULTURAL APPRECIATION TO FUNCTION AS CLOSELY TO THEIR TRUE INTRINSIC POTENTIAL AS POSSIBLE. THE GOAL REQUIRES DEVELOPMENT OF SKILLS WITHIN INDIVIDUALS AND DEVELOPMENT OF ATTITUDES AMONG BOTH INDIVIDUALS AND THE COMMUNITY. THE PROJECT WILL SERVE OVER 3,600 STUDENTS IN A 5-YEAR PERIOD DURING WHICH A FULL PRIMARY AND SECONDARY BILINGUAL CURRICULUM WILL BE DEVELOPED. THE DATA PRESENTED IN THIS EVALUATION REPORT ARE ORGANIZED ACCORDING TO PROGRAM COMPONENTS WHICH ARE: MATERIALS ACQUISITION, STAFF DEVELOPMENT, PARENT/COMMUNITY INVOLVEMENT, AND INSTRUCTION. THE INSTRUCTIONAL COMPONENT EVALUATION IS FURTHER ORGANIZED BY GRADE LEVEL AND BY SUBJECT AREA WITH EACH OBJECTIVE EVALUATED, FIRST, AS MEASURED BY CRITERION REFERENCED MEASUREMENTS AND, SECONDLY, AS MEASURED BY STANDARDIZED INSTRUMENTS. THE PROGRAM MANAGEMENT AND SUMMARY AND CONCLUSION SECTIONS ARE PRESENTED IN NARRATIVE FORM. EVALUATION INSTRUMENTS, TEST RESULTS, AND COST INFORMATION ON INSTRUCTIONAL MATERIALS ARE INCLUDED IN APPENDICES. (AUTHOR/NQ)

ACCESSION NUMBER: ED064022

PUBLICATION DATE: 71

TITLE: FINAL EVALUATION REPORT FOR COLORADO CITY BILINGUAL EDUCATION PROGRAM, COLORADO CITY INDEPENDENT SCHOOL DISTRICT, COLORADO CITY, TEXAS.

PERSONAL AUTHOR: SIMMONS, RAYMOND S.

DESCRIPTOR: *BILINGUAL EDUCATION; ENGLISH (SECOND LANGUAGE); *LANGUAGE INSTRUCTION; *MEXICAN AMERICANS; *PRESCHOOL CHILDREN; PRETESTING; *PROGRAM EVALUATION; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.

THE FINAL EVALUATION REPORT FOR THE COLORADO CITY BILINGUAL EDUCATION PROGRAM IS PRESENTED IN THIS PAPER. THE PROJECT WAS DIRECTED TO KINDERGARTEN CHILDREN FROM LOW-INCOME DISADVANTAGED HOMES; OF 63 PARTICIPANTS, 53 WERE SPANISH-SPEAKING CHILDREN AND 10 WERE MONOLINGUAL ENGLISH-SPEAKING CHILDREN. PROJECT STAFF CONSISTED OF A BILINGUAL TEACHER, A NATIVE ENGLISH-SPEAKING TEACHER, 3 BILINGUAL TEACHER AIDES, AND A BILINGUAL DIRECTOR. THE PROJECT, LOCATED AT KELLEY ELEMENTARY SCHOOL, WAS EVALUATED IN TERMS OF ITS ADMINISTRATIVE COMPONENT, INSTRUCTIONAL PROGRAM, AND COMMUNITY SUPPORT. PRE- AND POST-TEST DATA WERE OBTAINED USING THE FOLLOWING INSTRUMENTS: (1) SHORT TEST OF EDUCATIONAL ABILITIES, (2) PEABODY PICTURE VOCABULARY TEST, (3) TESTS OF BASIC EXPERIENCES, AND (4) CHECK-LIST OF ENGLISH WORDS. THE GREATEST WEAKNESS OF THE PROJECT WAS THE EVALUATION DESIGN USED, WHICH WAS NOT AN INTEGRAL PART OF THE INSTRUCTIONAL PROGRAM. THE GREATEST STRENGTH WAS THE PROJECT'S UNIQUENESS OF SIZE, WHICH PERMITTED INDIVIDUAL CONTACT WITH ALL PERSONNEL. INCLUDED IN THE REPORT ARE TABLES OF TEST RESULTS. (NQ)

ACCESSION NUMBER: ED064024

PUBLICATION DATE: AUG 71

TITLE: EDGEWOOD INDEPENDENT SCHOOL DISTRICT, TITLE VII BILINGUAL EDUCATION PROGRAM. FINAL EVALUATION REPORT, 1970-71.

DESCRIPTOR: *ANNUAL REPORTS; *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; CURRICULUM DEVELOPMENT; DIAGNOSTIC TESTS; EXPENDITURES; *LANGUAGE INSTRUCTION; *LINGUISTICS; PATTERN DRILLS (LANGUAGE); *PROGRAM EVALUATION; SPANISH SPEAKING; TABLES (DATA); WORD RECOGNITION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 67P.

THE 1970-71 EVALUATION OF THE TITLE VII BILINGUAL EDUCATION PROGRAM IN THE EDGEWOOD INDEPENDENT SCHOOL DISTRICT IN SAN ANTONIO, TEXAS, IS PRESENTED IN THIS REPORT. THE REPORT DISCUSSES THE PROGRAM WITH REGARD TO (1) CURRICULUM DEVELOPMENT, (2) STAFF DEVELOPMENT, (3) COMMUNITY INVOLVEMENT, AND (4) THE PRE- AND POST-TESTS GIVEN TO THE STUDENTS. THE TESTING INSTRUMENTS USED WERE (1) THE LINGUISTIC CAPACITY INDEX GIVEN TO ALL FIRST GRADES IN THE PROGRAM, (2) PRUEBAS DE LECTURA, INTERAMERICAN SERIES, (3) THE STANFORD ACHIEVEMENT TEST, PRIMARY I BATTERY, AND (4) THE SLOSSON INTELLIGENCE TEST. THE FINAL AUDIT REPORT AND THE FINAL EXPENDITURE REPORT FOR 1970-71 ARE INCLUDED. (NQ)

ACCESSION NUMBER: ED064025

PUBLICATION DATE: JAN 72

TITLE: METHODOLOGICAL APPENDIX OF RESEARCH METHODS EMPLOYED IN THE MEXICAN AMERICAN EDUCATION STUDY.

DESCRIPTOR: CIVIL RIGHTS; *EDUCATIONAL RESEARCH; EDUCATIONAL RESEARCHERS; ELEMENTARY EDUCATION; *EQUAL EDUCATION; *MEXICAN AMERICANS; *PUBLIC EDUCATION; *RESEARCH METHODOLOGY; RESEARCH PROJECTS; RURAL EDUCATION; TABLES (DATA); URBAN EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 162P.

THE U.S. COMMISSION ON CIVIL RIGHTS RELEASED MEXICAN AMERICAN EDUCATION STUDY FINDINGS IN A SERIES OF DOCUMENTS: (1) "THE ETHNIC ISOLATION OF MEXICAN AMERICANS IN THE PUBLIC SCHOOLS OF THE SOUTHWEST" (ED 052 849), "THE UNFINISHED EDUCATION" (ED 056 821), AND "THE EXCLUDED STUDENT" (ED 062 069). THE RESEARCH METHODS EMPLOYED IN THE STUDY ARE DESCRIBED HERE. PHASE 1 UTILIZED A STRATIFIED RANDOM SAMPLING OF SCHOOL DISTRICTS (300 OR MORE PUPILS OR 1,204 DISTRICTS) IN ARIZONA, CALIFORNIA, COLORADO, NEW MEXICO, AND TEXAS. RESULTS FROM 3 QUESTIONNAIRES WERE TABULATED BY STATE, SCHOOL GRADE LEVEL, ETHNIC COMPOSITION OF SCHOOL, AND SIZE OF DISTRICT ENROLLMENT. PHASE 2 USED SCHOOLS (575) WHICH ENROLLED OVER 10% MEXICAN AMERICANS. ONE QUESTIONNAIRE WAS SENT TO DISTRICT SUPERINTENDENTS, AND 1 TO A RANDOM STRATIFIED SAMPLE OF SCHOOL PRINCIPALS. THE DATA FROM SUPERINTENDENTS WERE TABULATED BY STATE, ENROLLMENT SIZE, PROPORTION OF MEXICAN AMERICAN ENROLLMENT, AND GRADE LEVELS SERVED. THE TABULATED DATA FROM PRINCIPALS INCLUDED THE ABOVE DATA, AS WELL AS INFORMATION ON THE NON-MEXICAN AMERICAN COMPOSITION AND THE SOCIOECONOMIC STATUS OF THE SCHOOL. IN PHASE 3, LIMITED TO CALIFORNIA, NEW MEXICO, AND TEXAS, AREAS HAVING SUBSTANTIAL MEXICAN AMERICAN ENROLLMENT AND ENCOMPASSING RURAL, URBAN, AND SUBURBAN SCHOOLS WERE RANDOMLY CHOSEN. GRADES 4, 8, 10, AND 12 WERE THEN VISITED IN THESE SCHOOLS, USING 6 INSTRUMENTS TO INTERVIEW, OBSERVE, AND RECORD FACTUAL DATA. TABULATIONS WERE BY STATE, GRADE, AND MEXICAN AMERICAN ENROLLMENT. INCLUDED ARE 6 TABLES, AND 11 APPENDIXES. (MJB)

ACCESSION NUMBER: ED064292

PUBLICATION DATE: DEC 71

TITLE: PREDICTION OF JOB PERFORMANCE FOR BLACK, MEXICAN-AMERICAN, AND CAUCASIAN CARTOGRAPHIC TECHNICIANS: INSTRUMENTATION DEVELOPMENT AND DESCRIPTION OF THE SAMPLE.

PERSONAL AUTHOR: PARRY, MARY ELLEN

DESCRIPTOR: *APTITUDE TESTS; CAUCASIANS; *CRITERION REFERENCED TESTS; GOVERNMENT EMPLOYEES; MAPS; MEASUREMENT INSTRUMENTS; MEXICAN AMERICANS; NEGROES; *QUESTIONNAIRES; *RATING SCALES; *TASK PERFORMANCE; TECHNICAL OCCUPATIONS; TEST CONSTRUCTION; TESTS

IDENTIFIER: *CARTOGRAPHIC TECHNICIAN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 119P.

THE SECOND PHASE OF A PROJECT CONCERNED WITH HOW BACKGROUND AND ABILITY MEASURES RELATE TO JOB PERFORMANCE, THIS REPORT DISCUSSES THE OCCUPATION OF CARTOGRAPHIC TECHNICIAN (GS-1371). A DESCRIPTION OF THE SAMPLE STUDIED, THE SELECTION OF MEASURING INSTRUMENTS, THE PREDICTOR BATTERY, CRITERION MEASURES, AND PERSONAL HISTORY QUESTIONNAIRES ARE PROVIDED. THREE APPENDIXES PRESENT PERFORMANCE RATING SCALES (TM 001 463), WORK SAMPLES (TM 001 464), PERSONAL HISTORY QUESTIONNAIRES (TM 001 465 AND 466). (DB)

ACCESSION NUMBER: ED064379

PUBLICATION DATE: 72

TITLE: EFFECTS OF KNOWLEDGE OF CRITERION GROUPS ON THE TEST PERFORMANCE OF NEGRO AND MEXICAN-AMERICAN STUDENTS.

PERSONAL AUTHOR: OAKLAND, THOMAS; EMMER, EDMUND

DESCRIPTOR: COMPARATIVE ANALYSIS; DATA ANALYSIS; GRADE 8; INTERACTION PROCESS ANALYSIS; *KNOWLEDGE LEVEL; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; NEGRO YOUTH; *STANDARDS; *TASK PERFORMANCE; *TEST RESULTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILL., APRIL 1972)

PREVIOUS RESEARCH HAS INDICATED THAT KNOWLEDGE OF THE CRITERION GROUP DIFFERENTIALLY AFFECTS TEST PERFORMANCE OF MINORITY GROUP MEMBERS. THE EFFECTS WHICH KNOWLEDGE OF THE CRITERION GROUP HAS ON THE TEST PERFORMANCE OF EIGHTH GRADE NEGRO AND MEXICAN-AMERICAN SS WERE EXAMINED. THERE WAS NO EVIDENCE THAT COMPARISON WITH ONE OF FOUR NORM GROUPS AFFECTED PERFORMANCE THROUGH EITHER AN APTITUDE-TREATMENT INTERACTION OR THROUGH AN OVERALL TREATMENT EFFECT. DATA ON EXPECTED PERFORMANCE INDICATED A SIGNIFICANT APTITUDE-TREATMENT EFFECT WITH NEGRO STUDENTS ONLY. THESE RESULTS SUGGEST THAT KNOWLEDGE OF A CRITERION GROUP MAY NOT CONSISTENTLY ALTER THE TEST PERFORMANCE OF PERSONS FROM MINORITY GROUPS. (AUTHOR)

ACCESSION NUMBER: ED064397

PUBLICATION DATE: 5 APR 72

TITLE: ANALYSIS OF A SPANISH BILINGUAL PRESCHOOL PROGRAM.

PERSONAL AUTHOR: OWENS, THOMAS R.

DESCRIPTOR: *BILINGUAL EDUCATION; *COMPARATIVE ANALYSIS; CONTROL GROUPS; CORRELATION; ENGLISH; EXPERIMENTAL GROUPS; KINDERGARTEN CHILDREN; MEASUREMENT INSTRUMENTS; *PRESCHOOL CHILDREN; PROGRAM EVALUATION; *SPANISH SPEAKING; *TESTING; TEST RESULTS

IDENTIFIER: *SPANISH DAME SCHOOL PROJECT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 22P.; PAPER PRESENTED AT AERA (CHICAGO, ILL., APRIL 1972)

A REPORT IS GIVEN OF STUDENT LEARNING OUTCOMES INVESTIGATED OVER A ONE AND ONE HALF YEAR PERIOD ON THE SPANISH DAME SCHOOL PROJECT. THIS PROJECT PROVIDED INSTRUCTION IN SPANISH AND ENGLISH FOR APPROXIMATELY 100 CHILDREN BETWEEN THE AGES OF THREE AND SIX. A PRETEST-POSTTEST CONTROL GROUP DESIGN WAS USED INVOLVING EIGHT GROUPS. FOUR TESTS WERE USED ON A PRE-POST BASIS IN THE EVALUATION OF THE PROJECT AND CONTROL GROUP CHILDREN. LANGUAGE ACQUISITION WAS MEASURED BY THREE INSTRUMENTS: THE COMPREHENSION OF DIRECTIONS, TESTS OF BASIC COMPETENCE IN ENGLISH AND SPANISH, AND THE TEST OF ENGLISH GRAMMAR AND VOCABULARY. SCHOOL READINESS WAS MEASURED THROUGH FIVE CATEGORIES OF THE INVENTORY OF DEVELOPMENTAL TASKS (IDT). AN ANALYSIS OF THE CORRELATIONS AMONG THE PROJECT DEVELOPED INSTRUMENTS REVEALED LOW INTERCORRELATIONS AMONG THE TESTS, THUS INDICATING THAT THEY ARE MEASURING SEPARATE SKILLS. CHILDREN'S FAMILY AND BACKGROUND DATA WERE COLLECTED FROM A PARENT INTERVIEW. FINDINGS INCLUDE: (1) IN THE AREA OF ORAL DEVELOPMENT IN SPANISH, BOTH THE THREE AND FOUR YEAR OLD BILINGUAL PROJECT PRESCHOOL STUDENTS DEMONSTRATED GREATER GROWTH THAN THREE CONTROL GROUPS; (2) ON A PERFORMANCE TASK FOR FOUR AND FIVE-YEAR OLDS INVOLVING THE CORRECT USE OF THE PAST TENSE IN SPANISH, TEN OUT OF 26 SECOND YEAR BILINGUAL PRESCHOOL CHILDREN WERE ABLE TO PERFORM SUCCESSFULLY AS WERE FIVE OUT OF 14 BILINGUAL KINDERGARTEN CLASS CHILDREN. IN CONTRAST TO THIS, NO CHILDREN IN ANY OF THE CONTROL GROUPS WERE ABLE TO SUCCESSFULLY PERFORM THIS TASK. IN THE AREA OF ORAL ENGLISH DEVELOPMENT, THE PRESCHOOL GROUPS SHOWED GREATER GAINS THAN THE COMPARISON GROUPS. (CK)

ACCESSION NUMBER: ED064419

PUBLICATION DATE: 71

TITLE: THE EFFECT OF DESEGREGATION ON THE MINORITY CHILD.

PERSONAL AUTHOR: SIGGERS, KATHLEEN

DESCRIPTOR: ACHIEVEMENT GAINS; CHANGING ATTITUDES; *CLASSROOM INTEGRATION; COMPENSATORY EDUCATION; *INTEGRATION EFFECTS; MEXICAN AMERICANS; *MINORITY GROUP CHILDREN; NEGRO STUDENTS; RACIAL INTEGRATION; RACIAL RECOGNITION; *SCHOOL INTEGRATION; SELF CONCEPT; *SELF ESTEEM; SOCIAL INTEGRATION; STUDENT ATTITUDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.

MEASUREMENTS OF SELF WORTH SHOW THAT CHILDREN IN SEGREGATED SCHOOLS, BOTH WHITE AND BLACK, HAVE UNREALISTICALLY HIGH ASPIRATIONS. MEXICAN-AMERICANS MEASURE LOWER THAN OTHER MAJOR ETHNIC GROUPS IN FEELINGS OF SELF WORTH. THERE IS EVIDENCE FROM SOCIAL INVESTIGATIONS, HOWEVER, THAT SEGREGATION PRODUCES FEELINGS OF "IMPOSED INFERIORITY" AMONG MINORITY GROUP CHILDREN. IF INTEGRATION IS SEEN AS AN OPPORTUNITY TO BUILD A PLURALISTIC SOCIETY REPRESENTATIVE OF ALL CULTURAL GROUPS THAT COME TOGETHER, THERE IS NO QUESTION THAT ETHNIC IDENTITY AND SELF WORTH WILL BE BETTER SERVED AFTER DESEGREGATION OCCURS. THE EXPERIENCES OF SCHOOL DISTRICTS THAT HAVE ACHIEVED RACIAL BALANCE SHOW THAT THE FIRST STEP TOWARD EQUAL EDUCATIONAL OPPORTUNITY IS TOTAL DESEGREGATION, NOT ONLY RACIAL AND ETHNIC BUT ALSO SOCIOECONOMIC. MINORITY CHILDREN MUST BE TAUGHT THE BASIC SKILLS NEEDED TO BECOME EDUCATED: INTEGRATION MUST BEGIN AT THE BEGINNING. THERE IS NO QUESTION THAT MINORITY CHILDREN CAN BENEFIT WHEN RACIAL ISOLATION IS ELIMINATED. THE CONCERN IS HOW TO MAKE IT OCCUR. (AUTHOR/JM)

ACCESSION NUMBER: ED064445

PUBLICATION DATE: 71

TITLE: SENSITIZING TEACHERS TO ETHNIC GROUPS.

PERSONAL AUTHOR: NOAR, GERTRUDE

DESCRIPTOR: AMERICAN INDIANS; CAUCASIANS; CHINESE AMERICANS; DISADVANTAGED GROUPS; ENVIRONMENTAL INFLUENCES; *ETHNIC GROUPS; HISTORY; *HUMAN RELATIONS; JAPANESE AMERICANS; JEWS; MEXICAN AMERICANS; NEGROES; PUERTO RICANS; RACE RELATIONS; RACIAL DIFFERENCES; *SENSITIVITY TRAINING; SOCIAL DIFFERENCES; SOCIOECONOMIC INFLUENCES; *TEACHER GUIDANCE

IDENTIFIER: ASIAN AMERICANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 24P.

THIS BOOKLET ON HUMAN RELATIONS ATTEMPTS TO CONVEY TO TEACHERS THE MEANING AND INTENT OF "LEARNING TO LIVE TOGETHER." SEPARATE SECTIONS DEAL WITH WHAT TEACHERS NEED TO KNOW ABOUT BLACKS, AMERICAN INDIANS, MEXICAN-AMERICANS, PUERTO RICANS, THE DISADVANTAGED, ASIAN-AMERICANS, JEWS, AND THE MANY CAUCASIAN ETHNIC GROUPS. THE FOCUS IN EACH RACE IS ON THEIR HISTORY, SOCIAL PROBLEMS, DIFFERENCES WITHIN THE RACE, AND SOCIAL DIFFERENCES DUE TO PAST AND PRESENT EXPERIENCES, AND IN THE CASE OF THE DISADVANTAGED, ON NUTRITION, ENVIRONMENTAL INFLUENCES, AND SOCIOECONOMIC BACKGROUND. (AUTHOR/RJ)

ACCESSION NUMBER: ED064603

PUBLICATION DATE: MAR 72

TITLE: BICULTURALISM THROUGH EXPERIENTIAL LANGUAGE LEARNING.

PERSONAL AUTHOR: BRENNAN, PAMELA; DONOGHUE, ANNA ACITELLI

DESCRIPTOR: *BICULTURALISM; BILINGUALISM; CONTRASTIVE LINGUISTICS; *CULTURAL DIFFERENCES; DECISION MAKING; EDUCATIONALLY DISADVANTAGED; *EDUCATIONAL METHODS; *ENGLISH (SECOND LANGUAGE); INDIVIDUALIZED INSTRUCTION; LANGUAGE INSTRUCTION; LEARNING ACTIVITIES; MEXICAN AMERICANS; PROBLEM SOLVING; *SECOND LANGUAGE LEARNING; SPANISH SPEAKING

IDENTIFIER: PROJECT STEP UP; SAN DIEGO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE INTER-AMERICAN SEMINAR ON LITERACY IN SOCIAL AND ECONOMIC DEVELOPMENT, KEY BISCAYNE, FLA., APR. 1972

THIS PAPER DESCRIBES THE ENGLISH AS A SECOND LANGUAGE PROGRAM DEVELOPED FOR EDUCATIONALLY DISADVANTAGED MEXICAN-AMERICAN ADULTS AS PART OF THE EDUCATIONAL OFFERINGS OF PROJECT STEP-UP, AN OEO-FUNDED DEMONSTRATION PROGRAM IN SAN DIEGO. PROJECT STEP-UP FEATURES A MULTIFOLD METHODOLOGICAL APPROACH INCORPORATING TECHNIQUES FROM (1) LIFE SKILLS PROBLEM-SOLVING; (2) PROGRAMMED INSTRUCTION; AND (3) LEARNING LABORATORIES. THIS RATIONALE LED TO THE EXTENSION OF THE LANGUAGE LABORATORY INTO THE COMMUNITY. THE STUDENTS ARE EXPERIENTIALLY PREPARED TO ASSUME PRODUCTIVE ROLES IN THE ALIEN ANGLO CULTURE THROUGH INDIVIDUALIZED PROGRAMS OF JOB AND COMMUNITY RELATED MATERIALS, TECHNIQUES, AND TASKS AIMED AT MAKING THEM AS BICULTURAL AS POSSIBLE. BECAUSE IT IS BELIEVED THAT DECISION MAKING IN THE LANGUAGE CONTEXT IS FACILITATED BY CONTRASTING THE TWO CULTURES, THE STUDENTS ARE PLACED IN CONTEXTS THAT ALLOW THEM TO COLLECT CULTURAL INFORMATION, ANALYZE IT AND ACT ON IT. CONTRAST IS THE CATALYST FOR ELICITING INFORMATION ABOUT THEMSELVES IN RELATION TO BOTH CULTURES. CONTRAST SETS, A BASIC TECHNIQUE OF LINGUISTICS, IS THUS EXTENDED TO THE NOTION OF TEACHING BICULTURALISM. (CL)

ACCESSION NUMBER: ED064751

PUBLICATION DATE: JUL 71

TITLE: AN ANALYSIS OF THE VARIATIONS FROM STANDARD ENGLISH PRONUNCIATION IN THE PHONETIC PERFORMANCE OF TWO GROUPS OF NONSTANDARD-ENGLISH-SPEAKING CHILDREN. FINAL REPORT.

PERSONAL AUTHOR: WILLIAMS, FREDERICK, ED.; AND OTHERS

DESCRIPTOR: *AMERICAN ENGLISH; *ARTICULATION (SPEECH); *DIALECT STUDIES; *MINORITY GROUP CHILDREN; NEGRO DIALECTS; *NONSTANDARD DIALECTS; PHONOLOGY; SOCIOLINGUISTICS; SPANISH SPEAKING; SPEECH HABITS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 206P.

IN THIS SECOND OF TWO STUDIES CONDUCTED WITH PORTIONS OF THE NATIONAL SPEECH AND HEARING SURVEY DATA, THE INVESTIGATORS ANALYZED THE PHONETIC VARIANTS FROM STANDARD AMERICAN ENGLISH IN THE SPEECH OF TWO GROUPS OF NONSTANDARD ENGLISH SPEAKING CHILDREN. THE STUDY USED SAMPLES OF FREE SPEECH AND PERFORMANCE ON THE GOLD-FRISTOE TEST OF ARTICULATION FROM A GROUP OF 192 BLACK CHILDREN (GRADES 1-6 FROM NIAGARA FALLS, NEW YORK, AND A GROUP OF 192 MEXICAN-AMERICAN CHILDREN (GRADES 1-6) FROM SAN ANTONIO, TEXAS. THE STUDY REPORTS THE FREQUENCIES OF OMISSION, SUBSTITUTION, AND DISTORTION. THE PRESENT DATA IS COMPARED WITH THE PREVIOUSLY REPORTED RESULTS OBTAINED FROM STANDARD AMERICAN ENGLISH SPEAKERS FROM MARSHALL, IOWA. THE MAJOR CONCLUSION IS THAT ALL PHONETIC VARIATIONS FROM STANDARD AMERICAN ENGLISH CAN BE ATTRIBUTED TO ONE OF THE FOLLOWING SOURCES OF VARIATION: (1) REDUCTION IN THE COMPLEXITY OF SEGMENTS, WHICH USUALLY DECREASES WITH AGE; (2) DIFFERING PHONOLOGICAL RULES BETWEEN STANDARD ENGLISH AND A DIALECT OF ENGLISH; AND (3) PHONETIC INTERFERENCE BETWEEN A FOREIGN PRIMARY LANGUAGE AND ENGLISH. (SEE ALSO ED 042 756, ED 042 757, ED 042 758, ED 046 938, ED 052 213) (CF)

ACCESSION NUMBER: ED064874

PUBLICATION DATE: 12 JUL 71

TITLE: EL BARRIO; FIRST REVISED VERSION.

DESCRIPTOR: *CROSS CULTURAL TRAINING; CULTURAL AWARENESS; *MEXICAN AMERICANS; *ROLE PLAYING; SIMULATED ENVIRONMENT; *SIMULATION; *URBAN AREAS

IDENTIFIER: *EL BARRIO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 32P.

EL BARRIO IS A SIMULATION GAME REPRESENTING THE EXPERIENCE OF CHICANOS NEWLY ARRIVED IN THE URBAN BARRIO FROM RURAL AREAS. PLAYERS TRY TO MAKE FRIENDSHIP TIES, AVOID TROUBLE WITH THE POLICE, IMPROVE THEIR ENGLISH, GET CITIZENSHIP PAPERS, BUY A CAR, AND PARTICIPATE IN THE PAYOFFS OF THE SYSTEM. THE GAME IS PLAYED THROUGH A PHYSICAL REPRESENTATION OF BARRIO SOCIETY INVOLVING SHOOTING MARBLES TO OBTAIN PAYOFFS OR GET INTO TROUBLE. EL BARRIO IS BASED ON RESEARCH AND OBSERVATION OF BARRIO LIFE FOR NEW ARRIVALS AND IS NOT INTENDED FOR CHICANOS THEMSELVES, WHO ALREADY KNOW HOW TO SURVIVE, BUT RATHER AS AN EDUCATIONAL TOOL FOR THOSE WHO WISH TO HELP, SUCH AS TEACHERS, VOLUNTEERS, POLICE, ETC. (THE RULES OF THE GAME, A CHECKLIST FOR THE DIRECTOR, QUESTIONS FOR DISCUSSION AFTERWARDS, AND A LIST OF MATERIALS AND HOW TO MAKE THEM ARE ALL INCLUDED IN THIS DOCUMENT.) (RH)

ACCESSION NUMBER: ED064986

PUBLICATION DATE: 71

TITLE: MATEMATICA ACTUAL: LIBRO DEL PROFESSOR (MODERN MATHEMATICS: TEACHER'S MANUAL).

PERSONAL AUTHOR: PAROT, JEAN JACQUES

DESCRIPTOR: CONCEPT FORMATION; EARLY CHILDHOOD EDUCATION; *EDUCATIONAL GAMES; INSTRUCTIONAL MATERIALS; INTERNATIONAL EDUCATION; KINDERGARTEN; *LEARNING ACTIVITIES; *LOGIC; MATHEMATICAL CONCEPTS; *NUMBER CONCEPTS; *PRESCHOOL EDUCATION; SPANISH SPEAKING; TEACHING GUIDES; TEACHING METHODS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 62P.

THIS DOCUMENT SUGGESTS LEARNING ACTIVITIES FOR KINDERGARTEN CHILDREN TO DEVELOP SKILLS OF BASIC REASONING AND NUMERICAL CALCULATION THAT THE CHILDREN WILL BE USING THROUGHOUT LIFE. THIS TEACHER'S GUIDE PROVIDES A LIST OF GAMES AND ACTIVITIES AND DISCUSSES THE RELATIONSHIP BETWEEN THE GAMES AND THEIR THEMES AND THEIR INTENDED EDUCATIONAL OBJECTIVES. THE GAMES BEGIN WITH BASIC IDENTIFICATION PROBLEMS AND GROW IN COMPLEXITY THROUGH WORKING WITH NUMBERS WITH DIFFERENT BASES AND LEARNING AND WRITING DIGITS TO DEVELOPING THE TOOLS NECESSARY FOR INTRODUCING ADDITION. (VM)

ACCESSION NUMBER: ED065208

PUBLICATION DATE: JUL 72

TITLE: ETHNIC AND SEX DIFFERENCES AS RELATED TO STUDENT PERCEPTIONS OF A UNIVERSITY ENVIRONMENT.

PERSONAL AUTHOR: MURRAY, WAYNE ROBERT

DESCRIPTOR: ANALYSIS OF VARIANCE; *ANGLO AMERICANS; BICULTURALISM; *BILINGUAL STUDENTS; *COLLEGE ENVIRONMENT; FACTOR ANALYSIS; *MEXICAN AMERICANS; *PERSONALITY THEORIES; RESEARCH; STATE UNIVERSITIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 119P.; DOCTOR'S DISSERTATION SUBMITTED TO NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NEW MEXICO

THROUGH USE OF A RANDOM SAMPLE OF 148 ANGLO AND 154 MEXICAN AMERICAN SUBJECTS, THIS STUDY SOUGHT TO EXAMINE THE FACTOR STRUCTURE OF THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES (CUES) FOR THE BILINGUAL/BICULTURAL FULL-TIME UNMARRIED UNDERGRADUATE STUDENT POPULATION AT THE UNIVERSITY OF TEXAS AT EL PASO, TO COMPARE THE MEXICAN AMERICAN STUDENTS' PERCEPTIONS OF THE UNIVERSITY ENVIRONMENT WITH THE PERCEPTIONS OF ANGLO AMERICAN STUDENTS, AND TO TEST THE THEORY OF COGNITIVE DISSONANCE IN THE FIELD OF STUDENT AFFAIRS. STATISTICAL PROCEDURES UTILIZED WERE FACTOR ANALYSIS, HOTELLING'S T2 STATISTIC, COCHRAN'S TEST FOR HOMOGENEITY OF VARIANCE, BARTLETT'S TEST FOR HOMOGENEITY OF VARIANCE, STUDENT'S T TEST, KENDALL RANK CORRELATION COEFFICIENT, ANALYSIS OF VARIANCE, AND PEARSON PRODUCT-MOMENT CORRELATION. ALTHOUGH IT WAS NOT POSSIBLE TO REJECT THE NULL HYPOTHESES OF EITHER EQUAL MEANS OR VARIANCES, IT WAS NOTED THAT THE FACTOR STRUCTURE ON THE CUES WAS LOWER THAN THOSE FOR THE NATIONAL SAMPLE, THAT ANGLO AMERICANS PERCEIVED THE UNIVERSITY ENVIRONMENT AS MORE SCHOLARLY THAN DID THE MEXICAN AMERICAN STUDENTS, THAT MEN SCORED HIGHER ON THE AWARENESS SCALE THAN DID WOMEN, AND THAT MEXICAN AMERICAN STUDENTS WHO REPORT CONFLICT BETWEEN MEXICAN AND AMERICAN WAYS AND WHO REPORT NO CONFLICT BETWEEN MEXICAN AND AMERICAN WAYS DID NOT DIFFER ON THE 4 DIMENSIONS OF THE CUES. DATA RESULTS ARE SHOWN IN 21 TABLES, AND 2 FIGURES; THE 3 APPENDIXES INCLUDE THE DATA-GATHERING INSTRUMENTS, THE FACTOR STRUCTURE FOR THE 100-ITEM CUES, AND A QUESTIONNAIRE. (AUTHOR/MJB)

ACCESSION NUMBER: ED065209

PUBLICATION DATE: 71

TITLE: HELPING ADVANCE BILINGUAL LEARNING IN ABERNATHY (HABLA). EVALUATION REPORT, 1970-1971.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; COMMUNITY INVOLVEMENT; ELEMENTARY EDUCATION; INSERVICE TEACHER EDUCATION; *MEXICAN AMERICANS; *PRESCHOOL EDUCATION; PRESCHOOL TESTS; PROGRAM EVALUATION; *SECOND LANGUAGE LEARNING; *TEST RESULTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 102P.

THE LONG RANGE OBJECTIVE OF THIS BILINGUAL PROGRAM WAS TO REDUCE THE HIGH DROPOUT RATE OF MEXICAN AMERICAN STUDENTS. KINDERGARTEN AND 1ST-GRADE STUDENTS WERE TO BE INSTRUCTED IN BOTH ENGLISH AND SPANISH, AND THE PROGRAM WAS TO BE EXPANDED ONE GRADE LEVEL EACH YEAR. THE PROGRAM WAS SET UP TO BE A VOLUNTARY EXPERIMENT FOR MEXICAN AMERICANS, ANGLO AMERICANS, AND NEGROES. THE METHOD USED IN TEACHING THE BILINGUAL PROGRAM TO THE KINDERGARTEN CLASS WERE AS FOLLOWS: (1) NAMING AND CLASSIFYING OBJECTS IN EITHER ENGLISH OR SPANISH, (2) IDENTIFYING FAMILY MEMBERS IN EITHER LANGUAGE, AND (3) IDENTIFYING AND NAMING COLORS IN EITHER LANGUAGE. FIRST-GRADE STUDENTS WERE EXPECTED TO RESPOND TO INSTRUCTIONS GIVEN BY TEACHERS IN BOTH LANGUAGES AND TO LEARN TO WRITE SIMPLE WORDS IN ENGLISH AND SPANISH. THE KINDERGARTEN AND 1ST-GRADE BILINGUAL PROGRAM WAS EVALUATED USING THE FOLLOWING TESTS: (1) THE PEABODY PICTURE VOCABULARY TEST, (2) THE INTER-AMERICAN SERIES, TEST OF GENERAL ABILITY, AND (3) THE STANFORD EARLY SCHOOL ACHIEVEMENT TEST. VIDEOTAPE INTERVIEWS AND SPOT EVALUATIONS OF STUDENTS WERE ALSO MADE. BECAUSE FINDINGS PROVED PROMISING, THE FOLLOWING RECOMMENDATIONS WERE MADE: (1) THE PROGRAM SHOULD BE CONTINUED AND ALLOWED TO MOVE INTO THE 3RD YEAR OF THE 5 YEAR PROGRAM, (2) THE IN-SERVICE SPANISH COURSE FOR SCHOOL PERSONNEL SHOULD BE CONTINUED, (3) MORE BILINGUAL MATERIALS SHOULD BE ACQUIRED, AND (4) COMMUNITY INVOLVEMENT SHOULD BE EXPANDED. TEST RESULTS ARE INCLUDED. (FF)

ACCESSION NUMBER: ED065212

PUBLICATION DATE: SEP 71

TITLE: FINAL EVALUATION REPORT FOR ABRAZO - TITLE VII BILINGUAL PROJECT, 1970-71.

PERSONAL AUTHOR: OWENS, THOMAS R.; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AFFECTIVE BEHAVIOR; BILINGUAL EDUCATION; *COGNITIVE DEVELOPMENT; ELEMENTARY GRADES; LINGUISTICS; *MEXICAN AMERICANS; *PROGRAM EVALUATION; *SELF CONCEPT; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 70P.

PROJECT ABRAZO, 1 OF 5 SPECIALITY PROJECTS FUNDED BY THE U.S. OFFICE OF EDUCATION UNDER TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, WAS DESIGNED TO CONDUCT RESEARCH IN AREAS OF COGNITIVE AND AFFECTIVE LEARNING GENERALIZABLE TO THE 130 OPERATIONAL BILINGUAL PROGRAMS ACROSS THE COUNTRY. ABRAZO'S GOALS WERE (1) TO STUDY THE SELF-CONCEPT OF MEXICAN AMERICAN CHILDREN IN GRADES K THROUGH 6 AND (2) TO IMPLEMENT AND TO EVALUATE SEVERAL STRATEGIES HYPOTHESIZED TO CONTRIBUTE TO THE DEVELOPMENT OF A POSITIVE SELF-IMAGE IN MEXICAN AMERICAN CHILDREN, GRADES K THROUGH 6. OPERATIONAL COMPONENTS WERE ESTABLISHED IN 4 ELEMENTARY SCHOOLS OF THE SAN JOSE UNIFIED SCHOOL DISTRICT IN SAN JOSE, CALIFORNIA. THESE SCHOOLS SERVICE APPROXIMATELY 1,500 STUDENTS IN NEIGHBORHOODS WITH A 50% OR MORE MEXICAN AMERICAN POPULATION. THE STUDY SAMPLE WAS 90% MEXICAN AMERICAN AND ANGLO (12 BLACKS, 16 ORIENTALS, 11 OTHER WERE INCLUDED). THIS 3-SECTION FINAL EVALUATION REPORT INCLUDES (1) A SUMMARY AND DISCUSSION OF THE EXTENSIVE DATA BASE ESTABLISHED BY COLLECTING DATA FROM TEACHERS, PARENTS, AND STUDENTS IN AREAS OF ORGANIZATIONAL CLIMATE ATTITUDES, SELF-CONCEPT, AND STUDENT ACHIEVEMENT; (2) AN EVALUATION OF EACH OF THE 11 ABRAZO COMPONENTS; AND (3) A DISCUSSION OF FINDINGS AND RECOMMENDATIONS OF THE EVALUATION WITH A VIEW TOWARD PROVIDING A CONSTRUCTIVE CRITIQUE OF THE PROJECT. FOUR APPENDIXES CONTAINING DATA ON TEACHER IN-SERVICE, THE "FRIEND" COMPONENT, AND A SEPARATE CLASSROOM OBSERVATION STUDY RELATED TO STUDENT SELF-CONCEPT ARE INCLUDED. (AUTHOR/NQ)

ACCESSION NUMBER: ED065213

PUBLICATION DATE: 70

TITLE: LUBBOCK BILINGUAL ELEMENTARY EDUCATION PROGRAM, TITLE VII, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. EVALUATION REPORT, 1970.

PERSONAL AUTHOR: AINSWORTH, C. L.; CHRISTIAN, CHESTER C., JR.

DESCRIPTOR: *AUDITORY EVALUATION; *BILINGUAL EDUCATION; CURRICULUM DEVELOPMENT; *MEXICAN AMERICANS; *PRESCHOOL EDUCATION; *PROGRAM EVALUATION; TESTING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 32P.

THE OBJECTIVE OF THE LUBBOCK BILINGUAL ELEMENTARY EDUCATION PROGRAM EVALUATION WAS TO DETERMINE THE EFFECTIVENESS OF A BILINGUAL (ENGLISH AND SPANISH) PROGRAM. CONTAINED IN THIS REPORT IS A GENERAL REVIEW DISCUSSING (1) THE AWARENESS OF THE NEED FOR A BILINGUAL PROGRAM, (2) THE OPERATIONAL SMOOTHNESS, (3) THE STAFFING WITH BILINGUAL TEACHERS AND AIDES, (4) THE PROGRAM APPROACH, WHEREBY ALL FORMAL INSTRUCTION WAS INITIALLY TAUGHT IN SPANISH, AND (5) THE CURRICULUM DEVELOPMENT ACCOMPLISHED BY THE STAFF. STUDENT PROGRESS WAS EVALUATED THROUGH USE OF THE PEABODY PICTURE VOCABULARY TEST, THE INTERPRETATION OF TAPE-RECORDED INTERVIEWS, A DIAGNOSTIC TEST FOR SOUND PROBLEMS, AND THE GOODENOUGH "DRAW-A-MAN" TEST. THE REPORT CONCLUDES THAT BILINGUAL EDUCATION DOES SHOW A SUBSTANTIAL AND SIGNIFICANT ADVANTAGE OVER ORDINARY EDUCATION FOR BILINGUAL PUPILS. CAREFUL TESTING OF THE BILINGUAL PUPILS IN THE FUTURE SHOULD SHOW THE RATE AT WHICH TRANSFER OF KNOWLEDGE TO THE SECOND LANGUAGE OCCURS. ANOTHER SUGGESTION IS THAT SINCE NORMAL MONOLINGUAL CHILDREN WOULD BE, IN COMPARISON TO THE BILINGUAL STUDENTS, AT A DISADVANTAGE, IT MIGHT BE APPROPRIATE TO INITIATE PROGRAMS TO MAKE THE ENTIRE EDUCATIONAL SYSTEM AT LEAST BILINGUAL. (FF)

ACCESSION NUMBER: ED065216

PUBLICATION DATE: 71

TITLE: LUBBOCK BILINGUAL ELEMENTARY EDUCATION PROGRAM. EVALUATION REPORT, 1971.

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; CURRICULUM DEVELOPMENT; ELEMENTARY GRADES; *LANGUAGE INSTRUCTION; *LANGUAGE PROGRAMS; *MEXICAN AMERICANS; *PROGRAM EVALUATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.

THE EVALUATION OF THE 1970-71 BILINGUAL EDUCATION PROGRAM IN NORTHERN LUBBOCK, TEXAS, IS PROVIDED IN THIS PAPER. THE MAIN PURPOSE OF THE PROGRAM WAS TO PLAN, DEVELOP, OPERATE, EVALUATE, AND, IF NECESSARY, MODIFY A BILINGUAL PROGRAM WHICH COULD BE OPERATED IN SELF-CONTAINED CLASSROOMS. THE 4 MAJOR COMPONENTS OF THE PROGRAM, WHICH INCLUDED 5 KINDERGARTEN AND 5 1ST-GRADE SECTIONS LOCATED AT 5 ELEMENTARY SCHOOLS, WERE INSTRUCTION, STAFF DEVELOPMENT, MATERIALS DEVELOPMENT, AND COMMUNITY INVOLVEMENT. IN EVALUATING THE PROGRAM, A RANDOM SAMPLE SELECTED FROM STUDENTS FROM THE TOTAL PROGRAM WAS USED. ENGLISH LANGUAGE ACTIVITIES, THE LANGUAGE USED BY THE CHILDREN IN UNSUPERVISED SITUATIONS, AND THE TEST OF BASIC EXPERIENCES ADMINISTERED IN BOTH ENGLISH AND SPANISH WERE USED TO MEASURE LANGUAGE GROWTH. THE MEASURES EMPLOYED INDICATED THAT THE PROGRAM'S OBJECTIVES, BASED UPON ACHIEVEMENT OF EDUCATIONAL OBJECTIVES RATHER THAN UPON COMPARISON OF RATE OF GAIN, WERE BEING APPROACHED. (NQ)

ACCESSION NUMBER: ED065217

PUBLICATION DATE: MAY 72

TITLE: MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 2.

PERSONAL AUTHOR: LINK, ALBERT D., COMP.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ANNOTATED BIBLIOGRAPHIES; *BILINGUAL EDUCATION; *EDUCATION; *MEXICAN AMERICANS; SPANISH AMERICANS; *SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 345P.

ACCESS TO SOME OF THE LATEST RESEARCH FINDINGS AND DEVELOPMENTS IN MEXICAN AMERICAN EDUCATION IS PROVIDED IN THIS BIBLIOGRAPHY. A SUPPLEMENT TO 2 PREVIOUS ERIC/CRESS PUBLICATIONS: "MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY" (ED 031 352) AND "MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY--SUPPLEMENT NO. 1" (ED 048 961), THE PRESENT BIBLIOGRAPHY CONTAINS 213 CITATIONS AND ABSTRACTS WHICH HAVE APPEARED IN "RESEARCH IN EDUCATION" FROM JANUARY 1971 THROUGH MARCH 1972. ALSO INCLUDED ARE 197 CITATIONS WHICH HAVE APPEARED IN "CURRENT INDEX TO JOURNALS IN EDUCATION" FROM JUNE 1970 THROUGH MARCH 1972. BILINGUAL EDUCATION AND THE TEACHING OF ENGLISH AS A SECOND LANGUAGE ARE EMPHASIZED. ORDERING INFORMATION AND SUBJECT INDEXES ARE INCLUDED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (NQ)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 ($2.50, STOCK NUMBER 1780-1063)

ACCESSION NUMBER: ED065218

PUBLICATION DATE: JUL 72

TITLE: A COMPARATIVE STUDY OF DIFFERENCES IN PERCEPTION OF MEXICAN AMERICAN STUDENTS BETWEEN ANGLO AND MEXICAN AMERICAN SECONDARY SCHOOL TEACHERS IN DONA ANA COUNTY (NEW MEXICO).

PERSONAL AUTHOR: BACA, JOSEPH DONALD

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *CULTURAL AWARENESS; CULTURAL FACTORS; ECONOMIC STATUS; *ETHNIC STEREOTYPES; MENTAL HEALTH; *MEXICAN AMERICANS; PERCEPTION; RESEARCH METHODOLOGY; *SECONDARY SCHOOL TEACHERS; SELF CONCEPT; STUDENT ATTITUDES; *TEACHER ATTITUDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 131P.; SPECIALIST IN EDUCATION THESIS SUBMITTED TO NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NEW MEXICO

THE PURPOSE OF THIS STUDY WAS TO DETERMINE WHETHER ATTITUDES TOWARD MEXICAN AMERICAN STUDENTS WERE ASSOCIATED WITH THE ETHNICITY, AGE, AND TEACHING EXPERIENCE OF SECONDARY SCHOOL TEACHERS IN DONA ANA COUNTY, NEW MEXICO. A 50 ITEM CULTURAL AWARENESS QUESTIONNAIRE WAS USED WITH A SAMPLE OF 112 PARTICIPANTS. THE 6 SIGNIFICANT FACTORS STUDIED WERE ACHIEVEMENT, TIME ORIENTATION, ACCULTURATION, RELIGIOSITY, FAMILY IDENTIFICATION, AND ECONOMIC INFLUENCES. THE RESULTS OF THE STUDY INDICATE A POSSIBLE NEED TO SENSITIZE TEACHERS OF "CULTURALLY DIFFERENT" CHILDREN. THE STUDY WAS CONCLUDED BY A DISCUSSION OF IMPLICATIONS FOR THE STATE LEGISLATURE, THE STATE DEPARTMENT OF EDUCATION, LOCAL SCHOOL BOARDS, TEACHERS, ADMINISTRATORS, AND TEACHER-TRAINING INSTITUTIONS. ALSO INCLUDED WERE RECOMMENDATIONS FOR THE VARIOUS EDUCATIONAL AGENCIES. (PS)

ACCESSION NUMBER: ED065220

PUBLICATION DATE: 70

TITLE: FOURTEEN BEAUTIFUL PEOPLE.

PERSONAL AUTHOR: DOVIAK, JOAN

DESCRIPTOR: *ACHIEVEMENT; ATHLETES; *BACKGROUND; *BIOGRAPHICAL INVENTORIES; *LEADERSHIP; *MEXICAN AMERICANS; SPANISH SPEAKING

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 69P.

BRIEF BIOGRAPHIES ARE GIVEN OF 14 MEXICAN AMERICANS WHO ARE REPRESENTATIVE OF THE ACCOMPLISHMENTS OF THE MEXICAN AMERICAN COMMUNITY IN THE UNITED STATES IN SUCH AREAS AS SPORTS, POLITICS, LABOR, AND ENTERTAINMENT. THESE PARTICULAR MEXICAN AMERICANS WERE SELECTED BECAUSE THEY ARE EITHER INTERNATIONALLY FAMOUS OR BECAUSE OF WHAT THEY REPRESENT IN PURSUING THEIR IDEALS. A SKETCH OF EACH PERSON IS INCLUDED WITH HIS BIOGRAPHY. (NQ)

AVAILABILITY: EDUCATIONAL SYSTEMS CORPORATION, 1211 CONNECTICUT AVE., N.W., SUITE 301, WASHINGTON, D.C. 20036 ($2.80)

ACCESSION NUMBER: ED065221

PUBLICATION DATE: AUG 71

TITLE: REGION XIII BILINGUAL EDUCATION PROGRAM. EVALUATION REPORT.

DESCRIPTOR: AFFECTIVE TESTS; ANGLO AMERICANS; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CULTURAL FACTORS; *ELEMENTARY SCHOOL STUDENTS; ENGLISH; EVALUATION; *INSTRUCTIONAL MATERIALS; MATHEMATICS; MEXICAN AMERICANS; READING; SELF CONCEPT; SPANISH; *SPEECH SKILLS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 194P.

THE REGIONAL SERVICE CENTER IN AUSTIN HAS IMPLEMENTED A BILINGUAL PROGRAM SERVING ELEMENTARY-AGE CHILDREN IN 3 LOCALES. DURING ITS 2ND YEAR OF OPERATION, THE PROGRAM SERVED 5 PILOT 1ST-GRADE CLASSES AND 5 PILOT 2ND-GRADE CLASSES, PROVIDING INNOVATIVE MATERIALS, CONSULTANTS, AND IN-SERVICE ACTIVITIES TO GUIDE TEACHERS IN DEVELOPING A COHESIVE BILINGUAL CURRICULUM IN EACH GRADE. THE PROGRAM INCLUDED THE USE OF IN-SERVICE ACTIVITIES, PARENTAL INVOLVEMENT ACTIVITIES, EDUCATIONAL MATERIALS, EVALUATION DESIGN, AND TEACHER-CHILD BEHAVIOR MEASURES. ALL COMPONENTS OF THE PROGRAM WERE EVALUATED, WITH STUDENTS' COGNITIVE DEVELOPMENT TESTED IN THE AREAS OF ENGLISH READING, MATH, AND LANGUAGE AND IN SPANISH READING AND LANGUAGE. STUDENTS' AFFECTIVE DEVELOPMENT WAS TESTED IN THE AREAS OF ATTITUDE TOWARDS THE MEXICAN AND ANGLO CULTURES, TOWARDS SCHOOL, AND FOR SELF CONCEPT. TEST RESULTS SHOWED THAT BILINGUAL CLASSES SIGNIFICANTLY EXCELLED COMPARISON CLASSES IN THE AREA OF ORAL LANGUAGE COMPREHENSION IN BOTH ENGLISH AND SPANISH. RECOMMENDATIONS INCLUDED A CHANGE TOWARD MORE CRITERION-REFERENCED TESTING. (AUTHOR/PS)

ACCESSION NUMBER: ED065224

PUBLICATION DATE: OCT 71

TITLE: SELECTED CHARACTERISTICS OF PERSONS AND FAMILIES OF MEXICAN, PUERTO RICAN, AND OTHER SPANISH ORIGIN: MARCH 1971. POPULATION CHARACTERISTICS: CURRENT POPULATION REPORTS.

PERSONAL AUTHOR: SUTER, LARRY E.

DESCRIPTOR: CAUCASIANS; *CENSUS FIGURES; *DATA COLLECTION; *ETHNIC GROUPS; *MEXICAN AMERICANS; *NEGROES; PUERTO RICANS; REPORTS; SPANISH AMERICANS; STATISTICAL DATA; *TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 23P.

DATA ON A VARIETY OF SOCIAL AND ECONOMIC CHARACTERISTICS FOR PERSONS AND FAMILIES OF MEXICAN, PUERTO RICAN, AND OTHER SPANISH ORIGINS AND COMPARATIVE DATA FOR THE TOTAL WHITE AND NEGRO POPULATION ARE PRESENTED IN THIS REPORT. TABLES CONTAIN INFORMATION CONCERNING POPULATION SIZE, INCOME, EMPLOYMENT, EDUCATION, AND THE FAMILY. IT WAS DETERMINED THAT ABOUT 9 MILLION PERSONS IDENTIFIED THEMSELVES AS BEING OF SPANISH ORIGIN IN MARCH 1971, INCLUDING 5 MILLION WHO WERE OF MEXICAN ORIGIN AND ABOUT 1 1/2 MILLION WHO IDENTIFIED THEMSELVES AS OF PUERTO RICAN ORIGIN. THE MEDIAN FAMILY INCOME IN 1970 FOR ALL FAMILIES OF SPANISH ORIGIN WAS LOWER THAN THE MEDIAN INCOME FOR ALL WHITE FAMILIES BUT HIGHER THAN THAT FOR BLACK FAMILIES. UNEMPLOYMENT RATES WERE HIGHER FOR PERSONS OF SPANISH ORIGIN THAN THE NATIONAL AVERAGE AND ABOUT THE SAME AS THE RATE FOR MEN OF NEGRO AND OTHER RACES. AMONG PERSONS 25 TO 29 YEARS OLD, 48% OF PERSONS OF SPANISH ORIGIN HAD GRADUATED FROM HIGH SCHOOL COMPARED TO 58% OF NEGROES AND 80% OF ALL WHITES. ONE-THIRD OF THE NEGRO AND PUERTO RICAN FAMILIES HAD A FEMALE HEAD. (HBC)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.20)

ACCESSION NUMBER: ED065231

PUBLICATION DATE: 72

TITLE: THE CHICANOS: A HISTORY OF MEXICAN AMERICANS. AMERICAN CENTURY SERIES.

PERSONAL AUTHOR: MEIER, MATT S.; RIVERA, FELICIANO

DESCRIPTOR: ACTIVISM; AGRICULTURE; *AREA STUDIES; *CULTURAL BACKGROUND; *HISTORY; LEADERSHIP; *MEXICAN AMERICANS; POLITICAL SCIENCE; RELIGIOUS FACTORS; SOCIAL VALUES; SOCIOECONOMIC INFLUENCES; *SPANISH SPEAKING

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 302P.

TO IDENTIFY THE MEXICAN AMERICAN AS A MEMBER OF A UNIQUE CULTURAL GROUP IS THE PURPOSE OF THIS HISTORY OF THE CHICANOS. THE HISTORY OF THE MEXICAN AMERICAN IS DIVIDED INTO 5 BROAD TIME PERIODS: THE INDO-HISPANIC PERIOD, DURING WHICH THERE WAS A BLENDING OF THE INDIAN AND SPANISH CULTURES; THE MEXICAN PERIOD, A TIME OF POLITICAL ACTIVITY WHICH CULMINATED IN WAR WITH THE UNITED STATES; A PERIOD OF CULTURAL CONFLICT DURING THE LAST HALF OF THE 19TH CENTURY; A PERIOD OF RESURGENCE IN THE FIRST 4 DECADES OF THE 20TH CENTURY; AND A PERIOD OF REGENERATION, FROM WORLD WAR II TO THE PRESENT. THE 3 MAJOR SUBCULTURES OF MEXICAN AMERICANS WITHIN THE BORDERS OF THE UNITED STATES TODAY--THE CALIFORNIO, THE TEJANO, AND THE NUEVO MEXICANO--ARE DESCRIBED IN TERMS OF THE HISTORICAL PAST. (PS)

AVAILABILITY: HILL AND WANG, 19 UNION SQUARE WEST, NEW YORK, N.Y. 10003 ($2.45)

ACCESSION NUMBER: ED065245

PUBLICATION DATE: 72

TITLE: LA RAZA IN FILMS: A LIST OF FILMS AND FILMSTRIPS.

PERSONAL AUTHOR: BAIRD, CYNTHIA, COMP.

DESCRIPTOR: *AUDIOVISUAL AIDS; *BIBLIOGRAPHIES; *FILMS; *FILMSTRIPS; INSTRUCTIONAL FILMS; LATIN AMERICAN CULTURE; SOUND FILMS; *SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 77P.

A LISTING OF OVER 200 FILMS AND FILMSTRIPS CONCERNING THE SPANISH-SPEAKING PEOPLE IN THE UNITED STATES IS GIVEN IN THIS PUBLICATION. THIS LIST INCLUDES FILMS AND FILMSTRIPS ON THE PRE-COLUMBIAN CIVILIZATIONS OF THE AMERICAN CONTINENTS, THE SPANISH CONQUEST AND DOMINATION, MODERN LATIN AMERICA (EXCLUDING BRAZIL), SPANISH-SPEAKING MINORITIES IN THE UNITED STATES, AND THE RELATIVELY NEW THIRD WORLD CONCEPT OF LATIN AMERICA. THE FILMS ARE DESCRIBED AS BEING OF VARYING QUALITY AND VARYING AVAILABILITY. THIS LIST GIVES SUCH INFORMATION AS ANNOTATIONS IN CASE OF UN-PREVIEWED FILMS, DATA NECESSARY FOR FILM PURCHASE BY INSTITUTIONS OR PRIVATE GROUPS, AND RENTAL PRICES WHEN THE PURCHASE PRICE IS NOT AVAILABLE. ALSO INCLUDED IS A DIRECTORY OF 77 FILM PRODUCERS AND DISTRIBUTORS. (NQ)

ACCESSION NUMBER: ED065248

PUBLICATION DATE: 25 AUG 72

TITLE: THEORETICAL PERSPECTIVES ON INTEGRATION IN CHICANO COMMUNITIES.

PERSONAL AUTHOR: RIVERA, GEORGE, JR.

DESCRIPTOR: *ACCULTURATION; CIVIL RIGHTS; *CULTURAL AWARENESS; CULTURALLY DISADVANTAGED; ETHNIC GROUPS; *MEXICAN AMERICANS; MINORITY GROUPS; *NATIONALISM; *RACIAL INTEGRATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE RURAL SOCIOLOGICAL SOCIETY IN BATON ROUGE, LOUISIANA, AUGUST 25, 1972

THE PAPER FIRST PROPOSES A GENERAL MODEL FOR THE STUDY OF ACCULTURATION IN THE CHICANO COMMUNITY AND THEN PRESENTS DEVELOPING TRENDS WHICH ARE VIEWED AS IMPORTANT TO UNDERSTANDING LA RAZA. IN GENERATING A THEORY OF ACCULTURATION A (+) OR (-) VALUE WAS ASSIGNED TO EACH LINK (FOR EXAMPLE, LOWER, MIDDLE, OR UPPER CLASS FAMILY BACKGROUND) OF THE MODEL. FROM THE MODEL, 5 POSSIBLE TYPES OF ACCULTURATING INDIVIDUALS CAN BE CONCEPTUALIZED-- THE ACCULTURATED INDIVIDUAL WITH NO DISADVANTAGED BACKGROUND, FROM THE MIDDLE OR UPPER CLASS; THE PRINCIPAL STRUCTURAL ACCULTURATOR, WHO OVERCAME A DISADVANTAGED BACKGROUND MOSTLY THROUGH EDUCATION OR THROUGH HIGH MOTIVATION AND HARD WORK; THE INTERVENING ACCULTURATOR, WHO IS A MEMBER OF THE SUBORDINATE COMMUNITY AND WHO HAS BEEN ACCULTURATED THROUGH INTERVENING MEDIA SOURCES AND IS AWARE OF A BETTER TOMORROW; THE DEVIANT ACCULTURATOR, WHO IS ACCULTURATED BUT SHOWS NO SIGNS OF POSITIVE INFLUENCES; AND THE UNACCULTURATED INDIVIDUAL, WHO IS UNACQUAINTED WITH THE SUPERORDINATE CULTURE--A PERSON WHO IS EITHER A RECENT IMMIGRANT OR WHO HAS LED AN ISOLATED RURAL EXPERIENCE. TRENDS IN UNDERSTANDING LA RAZA INCLUDE A CULTURAL EXPLANATION OF WHAT MANY ANGLOS BELIEVE OF CHICANOS, A CRITICISM OF THE FOCUS UPON ACCULTURATION WHICH ATTACKS THE "MELTING POT" THEORY BECAUSE MANY GROUPS CANNOT ASSIMILATE, AND CHICANO NATIONALISM--A DEVELOPING TREND IN WHICH THERE IS A CONSCIOUS ATTEMPT TO RESTORE THE SELF IMAGE OF CHICANOS IN THE SOUTHWEST. WHILE DEGREES OF ACCULTURATION HAVE OCCURRED, ASSIMILATION HAS BEEN A RARE THING. IF THERE IS TRULY TO BE A DEFENSE OF INTEGRATION, THERE MUST FIRST BE A CHANGE IN THE INEQUITIES OF THE SYSTEM. (FF)

ACCESSION NUMBER: ED065254

PUBLICATION DATE: 72

TITLE: A DESCRIPTION OF SIMULATION TECHNIQUE TO DEVELOP TEACHER AND COUNSELOR EMPATHY WITH THE SPANISH SPEAKING STUDENT.

PERSONAL AUTHOR: MAGEE, BETTIE; AND OTHERS

DESCRIPTOR: *ANGLO AMERICANS; *CLASSROOM TECHNIQUES; COLLEGE STUDENTS; COUNSELOR TRAINING; CULTURAL AWARENESS; CULTURAL DIFFERENCES; *MEXICAN AMERICANS; *SIMULATION; *SPANISH SPEAKING; TEACHER EDUCATION

IDENTIFIER: *MICHIGAN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 4P.

THE PURPOSE OF THE SIMULATION TECHNIQUE DESCRIBED IN THIS REPORT IS TO DEVELOP TEACHER AND COUNSELOR EMPATHY WITH THE SPANISH-SPEAKING STUDENT. THE TECHNIQUE, DEVELOPED TO BE USED WITH ENGLISH-SPEAKING COLLEGE STUDENTS, INCLUDES THE USE OF A CLASS CONDUCTED IN SPANISH, A SIMPLE FORM WRITTEN IN SPANISH TO BE COMPLETED BY THE STUDENTS, PUNISHMENT FOR THE USE OF ENGLISH IN THE CLASSROOM, AND CLASS DISCUSSION IN ENGLISH AFTER THE SIMULATION. FINDINGS INCLUDE THE FACT THAT MANY STUDENTS ARE NOT AWARE OF THE PROBLEM FACED BY SPANISH-SPEAKING CHILDREN, THAT FEW STUDENTS REALIZE THE NUMBER OF CHICANO STUDENTS IN MICHIGAN, AND THAT FEW STUDENTS ARE ACQUAINTED WITH THE MIGRANT EDUCATION PROGRAM IN MICHIGAN. (PS)

ACCESSION NUMBER: ED065255

PUBLICATION DATE: 72

TITLE: CHICANO SPECIAL READING SELECTIONS.

PERSONAL AUTHOR: FEENEY, JOAN V., COMP.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *BILINGUAL STUDENTS; *CULTURAL AWARENESS; CULTURAL DIFFERENCES; HIGH SCHOOL STUDENTS; INTERMEDIATE GRADES; *MEXICAN AMERICANS; PRESCHOOL LEARNING; PRIMARY GRADES; *READING MATERIALS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 72P.

THE PURPOSE OF THIS SELECTIVE BIBLIOGRAPHY OF APPROXIMATELY 350 WORKS IS TO DRAW THE VARIOUS MATERIALS ON MEXICAN AMERICAN CULTURE TOGETHER FOR USE BY STUDENTS AT DIFFERENT AGE LEVELS. THE MATERIALS ARE SEPARATED INTO LISTS FOR PRESCHOOL AND PRIMARY, INTERMEDIATE, AND ADVANCED STUDENTS. THE READING SELECTIONS PROVIDE INFORMATION IN THE FOLLOWING AREAS: MEXICAN ARTS, CRAFTS, COOKING, DANCES, AND CUSTOMS; SPANISH ADVENTURE AND EXPLORATION STORIES; TRAVEL IN MEXICO; LIFE IN EARLY CALIFORNIA; MEXICAN FOLKLORE AND POETRY; DAILY LIFE IN CHICANO HOUSEHOLDS; STORIES OF THE BRACEROS AND MIGRANT WORKERS' FAMILIES; AND INFORMATION ABOUT PROMINENT HISTORICAL AND CONTEMPORARY LEADERS. THE INFORMATION FOR EACH BOOK IS REPORTED TO BE ACCURATE THROUGH JUNE 1, 1972. (PS)

ACCESSION NUMBER: ED065384

PUBLICATION DATE: 68

TITLE: OUTLINE OF CONTENT: MEXICAN AMERICAN STUDIES. GRADES 10-12.

DESCRIPTOR: AMERICAN HISTORY; *CULTURAL AWARENESS; CULTURAL BACKGROUND; CURRICULUM GUIDES; ETHNIC GROUPS; ETHNIC STUDIES; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; MINORITY GROUPS; SECONDARY GRADES; *SOCIAL STUDIES UNITS; SPANISH AMERICANS; *UNITED STATES HISTORY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 57P.

AN HISTORICAL SURVEY OF MEXICAN AMERICANS OF THE SOUTHWEST IS OUTLINED IN THIS CURRICULUM GUIDE FOR HIGH SCHOOL STUDENTS. THE PURPOSE OF THIS COURSE IS TO HAVE STUDENTS DEVELOP AN APPRECIATION FOR AND AN UNDERSTANDING OF THE ROLE OF THE MEXICAN AMERICAN IN THE DEVELOPMENT OF THE UNITED STATES. ALTHOUGH THE FIRST HALF OF THE GUIDE FOCUSES UPON THE HISTORICAL CULTURAL BACKGROUND OF MEXICAN AMERICANS, THE LATTER HALF EMPHASES THE CULTURE CONFLICT WITHIN THE ETHNIC GROUP AND, MOREOVER, THEIR STRUGGLE TOWARD OBTAINING CIVIL RIGHTS ALONG WITH IMPROVEMENT OF SOCIAL AND ECONOMIC CONDITIONS. FIVE UNITS ARE: 1) SPAIN IN THE NEW WORLD; 2) THE COLLISION OF TWO CULTURES; 3) THE MEXICAN AMERICAN HERITAGE IN THE AMERICAN SOUTHWEST; 4) A SOCIOLOGICAL AND PSYCHOLOGICAL VIEW OF THE MEXICAN AMERICAN; AND 5) THE MEXICAN AMERICAN TODAY. AN APPENDIX INCLUDES MEXICAN AMERICAN WINNERS OF THE CONGRESSIONAL MEDAL OF HONOR. ALSO INCLUDED IS A BOOK AND PERIODICAL BIBLIOGRAPHY. (SJM)

ACCESSION NUMBER: ED065544

PUBLICATION DATE: DEC 71

TITLE: PREDICTION OF JOB PERFORMANCE FOR BLACK, MEXICAN-AMERICAN, AND CAUCASIAN INVENTORY MANAGEMENT SPECIALISTS.

PERSONAL AUTHOR: CROOKS, LOIS A.; MAHONEY, MARGARET H.

DESCRIPTOR: APTITUDE TESTS; *CAUCASIANS; DATA ANALYSIS; DATA COLLECTION; DECISION MAKING; JOB ANALYSIS; MANAGEMENT; *MEXICAN AMERICANS; *NEGROES; PROJECTS; QUESTIONNAIRES; STANDARDS; *TASK PERFORMANCE; *TESTING; TEST RESULTS; TIME

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 134P.

THIS REPORT IS A DESCRIPTION OF THE INSTRUMENTATION, METHODOLOGY, AND SAMPLE OBTAINED FOR THE FINAL PHASE OF THE STUDY CONCERNED WITH THE OCCUPATIONAL INVENTORY MANAGEMENT SPECIALIST. INVENTORY MANAGERS WERE ASKED TO KEEP A DAILY ACTIVITY LOG FOR FIVE DAYS AND TO RECORD THE RANGE OF ACTIVITIES AND INTERACTION WITH OTHERS IN THE PROCESS OF ACCOMPLISHING THEIR WORK. PRELIMINARY INFORMATION GATHERED WAS SUMMARIZED AS A BASIS FOR DECISIONS AS TO THE SELECTION OF THE APTITUDE TESTS, THE CONSTRUCTION OF THE BIOGRAPHICAL DATA QUESTIONNAIRE AND TASK LIST, AND THE DEVELOPMENT OF THE CRITERION MEASURES. APPROXIMATELY 200 BLACKS, 100 MEXICAN-AMERICANS, AND 300 CAUCASIANS WERE TESTED, PRIMARILY AT GRADE LEVELS 9 AND 11, THE JOURNEYMAN LEVELS IN INVENTORY MANAGEMENT AFTER PROGRESS THROUGH THE GS-5 AND 7 TRAINING PERIODS. THE TOTAL TESTING TIME INVOLVED IN THE VARIOUS MEASURES TO INVENTORY MANAGEMENT SPECIALISTS WAS APPROXIMATELY ONE AND ONE-HALF DAYS. THE APTITUDE TESTS AND PERSONAL HISTORY QUESTIONNAIRE TOOK UP THE FIRST DAY, AND THE WORK SAMPLE WAS ADMINISTERED ON A HALF-DAY FOLLOWING. THE RESULTS OF THE ANALYSES OF THE DATA OBTAINED FOR INVENTORY MANAGEMENT SPECIALISTS WILL BE CONTAINED IN A COMPREHENSIVE REPORT OF THE PROJECT. (AUTHOR/CK)

ACCESSION NUMBER: ED065887

PUBLICATION DATE: JUN 72

TITLE: A SUPPLEMENT TO PORTRAITS: THE LITERATURE OF MINORITIES.

DESCRIPTOR: AMERICAN INDIANS; *AMERICAN LITERATURE; *ANNOTATED BIBLIOGRAPHIES; ANTHOLOGIES; CULTURAL ENRICHMENT; ELEMENTARY GRADES; *ETHNIC STUDIES; *LITERATURE REVIEWS; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; NOVELS; POETRY; PROSE; *READING MATERIAL SELECTION; SECONDARY GRADES; TEACHER INFLUENCE

IDENTIFIER: ASIAN AMERICANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 71P.

THIS SUPPLEMENT TO "PORTRAITS: THE LITERATURE OF MINORITIES" PUBLISHED IN JUNE 1970, PROVIDES AN ANNOTATED BIBLIOGRAPHY OF LITERATURE BY AND ABOUT BLACK AMERICANS, MEXICAN AMERICANS, NORTH AMERICAN INDIANS, AND ASIAN AMERICANS. THE BIBLIOGRAPHY IS DESIGNED TO AID TEACHERS AND LIBRARIANS IN RECOMMENDING BOOKS TO STUDENTS IN GRADES 7-12. THE TITLES ARE GROUPED UNDER THE HEADINGS OF FICTION, POETRY, PROSE NONFICTION, ANTHOLOGIES, AND BACKGROUND MATERIALS FOR TEACHERS. THE ETHNIC EXPERIENCE IS CENTRAL TO ALL TITLES. THE BIBLIOGRAPHY ALSO PROVIDES INFORMATION AS TO PUBLISHER, COPYRIGHT DATE, AVAILABILITY OF PAPERBACK EDITIONS, AND PRICE. SUGGESTIONS OF THE SELECTION COMMITTEE ARE GIVEN FOR THE USE OF EACH TITLE. AN INDEX OF TITLES AND AUTHORS IS PROVIDED, AS IS A FORM FOR EVALUATING THE SUPPLEMENT. (FOR RELATED DOCUMENT, SEE ED 042 771.) (DB)

ACCESSION NUMBER: ED066033

PUBLICATION DATE: AUG 72

TITLE: RELATIONS BETWEEN TEACHER BILINGUALISM IN SPANISH AND ENGLISH AND ATTITUDES TOWARD A BILINGUAL TELEVISION PROGRAM.

PERSONAL AUTHOR: MCRAE, SUSAN

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; *BILINGUAL TEACHERS; EDUCATIONAL TELEVISION; ENGLISH (SECOND LANGUAGE); *INSTRUCTIONAL TELEVISION; LANGUAGE PROGRAMS; SECOND LANGUAGE LEARNING; SPANISH SPEAKING; *SURVEYS; *TEACHER ATTITUDES

IDENTIFIER: *CARRASCOLENDAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 64P.; SEE ALSO EM 010 153; THESIS SUBMITTED TO THE UNIVERSITY OF TEXAS

"CARRASCOLENDAS" IS A BILINGUAL INSTRUCTIONAL TELEVISION PROGRAM, PATTERNED AFTER "SESAME STREET", WHICH IS DESIGNED TO INTRODUCE MEXICAN-AMERICAN CHILDREN TO THE DOMINANT AMERICAN CULTURE AND YET ENCOURAGE THEM TO RETAIN PART OF THEIR OWN CULTURAL IDENTITY. THE PROGRAM ALSO SEEKS TO MAXIMIZE THE CHILD'S CHANCES OF SUCCESS IN SCHOOL BY DEFINING AS SEPARATE TASK AREAS THE ACQUISITION OF READING AND MATH SKILLS AND THE ACQUISITION OF A SECOND LANGUAGE. TEACHER ATTITUDES AND ACTIVITIES RELATIVE TO "CARRASCOLENDAS" WERE MEASURED BY MEANS OF A SURVEY CONDUCTED BY MAIL DURING THE 10-WEEK PERIOD IN WHICH THE SERIES WAS BROADCAST IN TEXAS. THE DATA FROM THE SURVEY WERE STATISTICALLY ANALYZED TO DETERMINE WHAT EFFECT THE TEACHER'S DEGREE OF FAMILIARITY WITH THE SPANISH LANGUAGE WOULD HAVE ON HIS ATTITUDE TOWARD THE PROGRAM. IT WAS FOUND THAT ATTITUDES ARE MORE POSITIVE AMONG TEACHERS WITH A HIGHER DEGREE OF BILINGUALISM IN SPANISH AND ENGLISH, THAT THE SERIES IS MORE LIKELY TO BE VIEWED BY SPANISH-SPEAKING MEXICAN AMERICAN PUPILS, AND THAT INCREASE IN THE USE OF SPANISH LANGUAGE BY BOTH MEXICAN-AMERICAN AND NON-AMERICAN PUPILS IS MORE LIKELY TO OCCUR IN CLASSROOMS WHERE TEACHERS ARE BILINGUAL. (JY)

ACCESSION NUMBER: ED066048

PUBLICATION DATE: JUN 72

TITLE: CARRASCOLENDAS: EFFECTS OF A SPANISH/ENGLISH TELEVISION SERIES FOR PRIMARY SCHOOL CHILDREN. FINAL REPORT. EVALUATION COMPONENT.

PERSONAL AUTHOR: WILLIAMS, FREDERICK; AND OTHERS

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; *INSTRUCTIONAL TELEVISION; LANGUAGE PROGRAMS; *MEXICAN AMERICANS; PARENT ATTITUDES; PRIMARY EDUCATION; *PROGRAM EVALUATION; SPANISH SPEAKING; STUDENT ATTITUDES; SURVEYS; TEACHER ATTITUDES; TELEVISED INSTRUCTION

IDENTIFIER: *CARRASCOLENDAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 226P.; SEE ALSO EM 010 119

THE SECOND YEAR EVALUATION OF THE EFFECTS AND USAGE OF "CARRASCOLENDAS," A CHILDREN'S TELEVISION SERIES IN SPANISH AND ENGLISH, WAS CONDUCTED IN THREE PHASES. A FIELD EXPERIMENT USED CRITERION REFERENCED TESTS AMONG MEXICAN-AMERICAN CHILDREN COMPRISING THE TARGET AUDIENCE TO MEASURE LEARNING EFFECTS. TWO EXPERIMENTAL GROUPS VIEWED THE SERIES--ONE OF THESE GROUPS WATCHED THE THIRTY PROGRAMS ONLY AND THE OTHER WATCHED THE PROGRAMS AND ENGAGED IN ACTIVITIES IN BOTH SPANISH AND ENGLISH WHICH RELATED TO THE CONTENT OF THE DAY'S PROGRAM. A THIRD GROUP SERVED AS A CONTROL. PRE-AND POSTTESTS WITH SEPARATE SPANISH AND ENGLISH INSTRUMENTS YIELDED STATISTICALLY SIGNIFICANT GAINS FOR THE VIEWERS WITH GREATER GAINS FOR THOSE WHO HAD SUPPLEMENTARY ACTIVITIES, IN A VARIETY OF AREAS. SURVEYS OF PRINCIPALS TEACHERS, PARENTS, AND PUPILS ON THEIR ATTITUDES TOWARD "CARRASCOLENDAS" AND ITS EFFECTS IN THE CLASSROOM INDICATED A POSITIVE RESPONSE TO THE SERIES. A PROCESS EVALUATION EXAMINED THE INTERACTION OF VARIOUS PROJECT COMPONENTS AND PROVIDED SUGGESTIONS FOR FURTHER IMPROVEMENTS, INCLUDING GREATER CONSULTATION IN ALL AREAS AND IMPROVED DELINEATION OF THE ROLE OF ADVISORY COMMITTEE MEMBERS. (JY)

ACCESSION NUMBER: ED066058

PUBLICATION DATE: SEP 72

TITLE: ON THE RELATIONSHIP OF LANGUAGE DOMINANCE AND THE EFFECTS OF VIEWING CARRASCOLENDAS.

PERSONAL AUTHOR: WILLIAMS, FREDERICK; VAN WART, GERALDINE

DESCRIPTOR: BILINGUAL EDUCATION; *BILINGUAL STUDENTS; ELEMENTARY SCHOOL STUDENTS; *INSTRUCTIONAL TELEVISION; *MEXICAN AMERICANS; SPANISH SPEAKING

IDENTIFIER: *CARRASCOLENDAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 8P.

A STUDY WAS MADE OF THE RELATIONSHIP BETWEEN THE LANGUAGE DOMINANCE OF A CHILD AND THE EFFECTS OF VIEWING A BILINGUAL TELEVISION PROGRAM CALLED CARRASCOLENDAS. A PREVIOUS STUDY SHOWED THAT THE PROGRAM DID HAVE AN EFFECT ON AVERAGE KNOWLEDGE GAINS AMONG VIEWERS. IN ORDER TO ASCERTAIN WHETHER THESE GAINS WERE IN SOME WAY RELATED TO THE LANGUAGE DOMINANCE OF THE CHILD, AN INDEX WAS CONSTRUCTED TO DETERMINE THE CHILD'S LANGUAGE DOMINANCE--SPANISH, ENGLISH, OR BILINGUAL. WHEN THIS INDEX WAS CORRELATED WITH GAINS MADE AS A RESULT OF VIEWING THE PROGRAM, NO SIGNIFICANT EVIDENCE WAS FOUND THAT THE EFFECTS OF VIEWING CARRASCOLENDAS WERE RELATED TO, OR DEPENDENT UPON, THE CHILD'S LANGUAGE DOMINANCE. (JY)

ACCESSION NUMBER: ED066066

PUBLICATION DATE: SEP 71

TITLE: QUESTIONNAIRE: PARENT ATTITUDE TOWARD BILINGUAL EDUCATION.

DESCRIPTOR: *BILINGUAL EDUCATION; CHILDREN; ENGLISH (SECOND LANGUAGE); INTERVIEWS; LANGUAGE INSTRUCTION; *PARENT ATTITUDES; *QUESTIONING TECHNIQUES; *QUESTIONNAIRES; SECOND LANGUAGE LEARNING; SPANISH; *SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.

THIS INSTRUMENT WAS DEVELOPED FOR USE WITH PARENTS OF CHILDREN PARTICIPATING IN BILINGUAL EDUCATION PROGRAMS. THE QUESTIONS (IN BOTH SPANISH AND ENGLISH) SOLICIT INFORMATION CONCERNING PARENTAL ATTITUDES TOWARD THEIR CHILDREN'S SCHOOLING. THE QUESTIONS ARE PROVIDED ALONG WITH SUGGESTIONS FOR ADMINISTERING THE QUESTIONNAIRE AND FOR USING THE RESULTING INFORMATION. (VM)

ACCESSION NUMBER: ED066082

PUBLICATION DATE: MAR 72

TITLE: DE TODO UN POCO (A LITTLE OF EVERYTHING).

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUALISM; *CULTURAL AWARENESS; CULTURAL DIFFERENCES; *CULTURAL EDUCATION; CULTURAL PLURALISM; EDUCATIONAL GAMES; EDUCATIONAL NEEDS; ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; *FOREIGN STUDENTS; INSTRUCTIONAL MATERIALS; LANGUAGE PROGRAMS; *LEARNING ACTIVITIES; NON ENGLISH SPEAKING; SELF CONCEPT; SPANISH SPEAKING; TEACHING TECHNIQUES

EDRS PRICE: EDRS PRICE MF-$0.64 HC-$6.58

DESCRIPTIVE NOTE: 137P.

THIS DOCUMENT SEEKS TO UNDERLINE THE IMPORTANCE OF CULTURAL AWARENESS BY PROVIDING EXAMPLES OF THE FOLKWAYS, CUSTOMS, ART, TRADITIONS, AND LIFE STYLES OF DIFFERENT ETHNIC GROUPS. INCLUDED HERE ARE TEACHING TECHNIQUES DESIGNED TO MOTIVATE UNDERSTANDING OF THE UNIVERSALITY OF MAN AND TO SHOW HOW CULTURAL DIFFERENCES ENRICH EVERYONE'S LIFE. SUGGESTIONS ARE OFFERED TO TEACHERS, AND EXAMPLES OF ACTIVITIES FOR AND BY STUDENTS ARE PROVIDED. THE DOCUMENT CONCERNS SUCH DIVERSE TOPICS AS FREE PAMPHLETS AVAILABLE ON BILINGUAL AND BICULTURAL EDUCATION, STATISTICS ON FOREIGN SPEAKERS IN CHICAGO, COMMUNICATION PROBLEMS, INTERNATIONAL GEOGRAPHICAL FACTS, AND CULTURAL INSIGHTS INTO MANY DIFFERENT COUNTRIES, ESPECIALLY THROUGH THE EYES OF CHILDREN FROM THOSE COUNTRIES. (VM)

ACCESSION NUMBER: ED066083

PUBLICATION DATE: FEB 72

TITLE: PATTERNS OF DIFFICULTY IN ENGLISH IN BILINGUAL MEXICAN-AMERICAN CHILDREN.

PERSONAL AUTHOR: SPECTOR, SIMA

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUALISM; CHILDREN; COMPARATIVE ANALYSIS; CONTRASTIVE LINGUISTICS; EDUCATIONAL EXPERIMENTS; EDUCATIONAL PROBLEMS; EDUCATIONAL RESEARCH; *ENGLISH (SECOND LANGUAGE); ENVIRONMENTAL INFLUENCES; *ERROR PATTERNS; *LANGUAGE DEVELOPMENT; LANGUAGE PROFICIENCY; LEARNING DIFFICULTIES; LITERATURE REVIEWS; MASTERS THESES; *MEXICAN AMERICANS; SPANISH; STANDARD SPOKEN USAGE; SYNTAX

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 34P.; MASTERS THESIS

THE PURPOSE OF THIS STUDY IS TO EXAMINE THE ENGLISH-LANGUAGE PERFORMANCE OF BILINGUAL CHILDREN SO THAT PATTERNS OF DIFFICULTY MAY BE ASCERTAINED AND INTELLIGENT DECISIONS CAN BE MADE IN DESIGNING LANGUAGE TRAINING FOR THESE STUDENTS. THE DOCUMENT FIRST PROVIDES A REVIEW OF RELEVANT LITERATURE DEFINING BILINGUALISM, INHERENT CHARACTERISTICS OF BILINGUALISM, ACADEMIC AND PSYCHOLOGICAL PROBLEMS CREATED BY BILINGUALISM, AND ESSENTIALS OF LANGUAGE PROFICIENCY, AND DISCUSSES SPECIFIC PATTERNS OF DIFFICULTY TO BE EXPECTED IN ENGLISH-LANGUAGE PERFORMANCE. THE AUTHOR THEN DESCRIBES AN EXPERIMENT CONDUCTED AMONG 15 BILINGUAL AND 15 MONOLINGUAL CHILDREN TO DETERMINE PATTERNS OF DIFFICULTY. THE DETAILS AND RESULTS ARE REPORTED ALONG WITH A DISCUSSION OF IMPLICATIONS. FINDINGS CONFIRM THE INVESTIGATIONS AND STATEMENTS OF LINGUISTS AS TO AREAS OF DIFFICULTY FOR BILINGUAL SPEAKERS; HOWEVER, THE SIMILARITY OF PERFORMANCE BY THEIR MONOLINGUAL ENGLISH-SPEAKING PEERS I NDICATES THAT OTHER DYNAMICS INFLUENCE THE LANGUAGE DEVELOPM ENT OF CHILDREN IN BOTH GROUPS. THESE FACTORS MUST ALSO BE I NVESTIGATED. (AUTHOR/VM)

ACCESSION NUMBER: ED066173

PUBLICATION DATE: 30 JUN 72

TITLE: A SYSTEMS ANALYSIS OF SOUTHWESTERN SPANISH SPEAKING USERS AND NONUSERS OF LIBRARY AND INFORMATION SERVICES DEVELOPING CRITERIA TO DESIGN AN OPTIMAL MODEL CONCEPT. FINAL REPORT.

DESCRIPTOR: EVALUATION; *INFORMATION SERVICES; *LIBRARY SERVICES; MEXICAN AMERICANS; *PUBLIC LIBRARIES; *SPANISH SPEAKING; SURVEYS; *USE STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$16.45

DESCRIPTIVE NOTE: 463P.;(113 REFERENCES)

THIS PROJECT WAS CONCEIVED TO SCIENTIFICALLY FACTOR THE ELEMENTS OF IMPORTANCE AND THEN TO FORMULATE LIBRARY SYSTEMS CONCEPTS THAT WOULD HAVE SHORT AND LONG RANGE MEANING TO THE MEXICAN AMERICAN COMMUNITY. A THREE PHASE PROGRAM WAS INITIATED TO ACHIEVE THESE OBJECTIVES. THE FIRST PHASE WAS A SEVEN GROUP SURVEY TO DETERMINE (1) HOW MANY MEXICAN AMERICANS USE LIBRARY FACILITIES, (2) WHAT ELEMENT OF THE POPULATION THEY REPRESENT, (3) WHAT BENEFITS THEY DERIVE FROM THE SYSTEM AND (4) WHAT SOCIO-ECONOMIC FACTORS AFFECT LIBRARY USAGE IN THE MEXICAN AMERICAN COMMUNITY. THE SEVEN SURVEYS INCLUDED: (1) USERS OF LIBRARIES, (2) NON-USERS OF LIBRARIES, (3) TOP LEVEL ADMINISTRATORS OF PUBLIC LIBRARIES, (4) WORKING LIBRARIANS OF PUBLIC LIBRARIES, (5) TOP LEVEL ADMINISTRATORS OF PUBLIC AND PAROCHIAL SCHOOLS, (6) WORKING LIBRARIANS OF PUBLIC AND PAROCHIAL SCHOOLS AND (7) ADMINISTRATORS OF COMMUNITY/JUNIOR COLLEGES. THE SECOND PHASE CONSISTED OF ANALYZING THE DATA OF THE SURVEYS TO DETERMINE THE CITY DEMOGRAPHIC DIFFERENCES OR THE PERSONAL MEXICAN AMERICAN ATTRIBUTES THAT WERE CAUSAL EFFECTS IN LIBRARY USAGE AND NON-USAGE. THE THIRD PHASE EXTENDED THE KNOWLEDGE DERIVED FROM THE SURVEYS TO ANTICIPATE NEAR TERM AND LONG TERM COMMUNITY REQUIREMENTS AND THE LIBRARIES' POSSIBLE RESPONSE AND PARTICIPATION IN THESE NEEDS. (AUTHOR/NH)

ACCESSION NUMBER: ED066256

PUBLICATION DATE: 27 AUG 72

TITLE: SELF-DESIGNATION PATTERNS OF A TRADITIONAL ETHNIC MINORITY IN A MODERN SOCIETY -- CONFLICT, CONSENSUS, AND CONFUSION IN THE IDENTITY CRISIS.

PERSONAL AUTHOR: SALAZAR, JOHN H.

DESCRIPTOR: *CLASSIFICATION; CONFLICT; CULTURAL PLURALISM; *ETHNIC GROUPS; *MEXICAN AMERICANS; *SELF CONCEPT; *SPANISH SPEAKING; STATISTICAL SURVEYS; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 26P.; PAPER PREPARED FOR THE THIRD WORLD CONGRESS FOR RURAL SOCIOLOGY, BATON ROUGE, LOUISIANA, AUGUST 22-27, 1972

THE PROCESS OF SELF-IDENTIFICATION BY PERSONS OF MEXICAN AND OTHER SPANISH ANCESTRY AND ITS RELATIONSHIP TO REFERENCE GROUP THEORY IS DISCUSSED. THE STUDY EXAMINES THE RELATIONSHIP PATTERNS BETWEEN SUCH INDEPEDENT VARIABLES AS AGE, SEX, YEARS OF FORMAL EDUCATION, BIRTHPLACE, BIRTHPLACE OF PARENTS, AND LANGUAGE SPOKEN IN THE HOME WITH VARIOUS FORMS OF SELF-IDENTITY CONCEPTS. THREE TYPES OF REFERENCE GROUPS WERE USED: (1) POSITIVE REFERENCE GROUPS (THE INDIVIDUAL'S CULTURAL GROUP GUIDES HIS BEHAVIOR), (2) NEGATIVE REFERENCE GROUP (THE INDIVIDUAL OPPOSES OR REJECTS HIS CULTURAL GROUP), AND (3) ASPIRATIONAL REFERENCE GROUP (THE GROUP INTO WHICH THE INDIVIDUAL DESIRES TO BE ACCEPTED). THE SAMPLE CONSISTED OF 228 FAMILIES FROM PREDESIGNATED RESIDENTIAL DWELLINGS, BLOCKS, AND CENSUS TRACTS HAVING MODERATELY LARGE CONCENTRATIONS OF FAMILIES OF MEXICAN OR OTHER SPANISH EXTRACTION (ONLY 150 INTERVIEWS WERE COMPLETED). THE SAMPLE CONSISTED OF 48% MALES AND 52% FEMALES. THE FINDINGS INDICATED THAT 54% PREFERRED "MEXICAN AMERICAN" FOR PURPOSES OF DESIGNATION IN OFFICIAL CENSUS BUREAU FORMS; 43% OF FEMALES PREFERRED MEXICAN AMERICAN FOR SELF-DESIGNATION PURPOSES; MEXICAN/MEXICANO WAS PREFERRED BY THE LESS EDUCATED, WHILE THE MORE EDUCATED PREFERRED MEXICAN AMERICAN; AND FOREIGN BORN PERSONS PREFERRED MEXICAN/MEXICANO OR MEXICAN AMERICAN WHILE NATIVE AMERICANS CHOSE MEXICAN AMERICAN OR CHICANO. THE STUDY CONCENTRATED ON WEST TEXAS; IT WAS DECIDED THAT A MAJOR WEAKNESS OF THIS STUDY WAS THE RATHER SMALL SAMPLE SIZE WHICH DID NOT CONSIDER THE SELF-DESIGNATION PATTERNS OF OTHER REGIONS AND LOCALITIES. (NQ)

ACCESSION NUMBER: ED066284

PUBLICATION DATE: MAY 72

TITLE: THE IMPACT OF SKIN COLOR BY SEX ON SELF CONCEPT OF LOW SOCIOECONOMIC LEVEL MEXICAN-AMERICAN HIGH SCHOOL STUDENTS.

PERSONAL AUTHOR: MALDONADO, BONNIE BUCKLEY

DESCRIPTOR: ANALYSIS OF VARIANCE; *DOCTORAL THESES; *HIGH SCHOOL STUDENTS; INDIVIDUAL CHARACTERISTICS; LITERATURE REVIEWS; *MEXICAN AMERICANS; *SELF CONCEPT; SEX (CHARACTERISTICS); *SOCIOECONOMIC STATUS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 126P.; DOCTOR'S THESIS SUBMITTED TO NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NEW MEXICO

THE PURPOSES OF THIS DISSERTATION WERE TO DETERMINE (1) IF SELF-CONCEPT IS AFFECTED BY THE INDEPENDENT CONDITIONS OF SKIN COLOR AND SEX AND (2) IF SELF-CONCEPT IS AFFECTED BY THE INTERACTIONS RESULTING FROM THE VARIABLES OF SKIN COLOR AND SEX. TWO HYPOTHESES WERE TESTED: (1) THAT THERE WOULD BE NO SIGNIFICANT MAIN EFFECTS BETWEEN THE VARIABLES OF SEX AND STUDENTS' PERCEPTIONS OF SKIN COLOR ON THE SELF-CONCEPT OF MEXICAN AMERICANS FROM A LOW SOCIOECONOMIC LEVEL AND (2) THAT THERE WOULD BE NO SIGNIFICANT INTERACTION EFFECTS BETWEEN SEX AND SKIN COLOR ON THE SELF-CONCEPT. THIS STUDY WAS CONDUCTED IN 2 NEW MEXICO PUBLIC HIGH SCHOOLS DURING 1971-72 AND CONSISTED OF 174 MEXICAN AMERICAN 10TH, 11TH, AND 12TH GRADE STUDENTS FOR WHOM 4 DATA INDICES WERE AVAILABLE (SCORES ON THE TENNESSEE SELF CONCEPT SCALE, SCORES ON HOLLINGSHEAD'S TWO-FACTOR INDEX OF SOCIAL POSITION, CLASSIFICATION AS TO SKIN COLOR, AND SEX). INTERVIEWS WITH THE SUBJECTS BY THE INVESTIGATOR PROVIDED INFORMATION PERTAINING TO SELF-PERCEPTION OF SKIN COLOR IN ADDITION TO THE INVESTIGATOR'S RATING. COLOR TRANSPARENCIES WERE MADE OF THE HAND AND ARM OF EACH SUBJECT FOR EVALUATION BY 1 ANGLO AND 2 MEXICAN AMERICAN JUDGES. ANALYSIS OF VARIANCE WAS DONE TO DETERMINE ANY SIGNIFICANT MAIN EFFECTS AND INTERACTIONS FOLLOWED BY AN AFTER F TEST. WHERE SIGNIFICANT F RATIOS WERE OBTAINED, THE NEUMAN KEUL'S MULTIPLE COMPARISON TEST WAS APPLIED TO DETERMINE SIGNIFICANT DIFFERENCES. PEARSON'S COEFFICIENT OF CONCORDANCE WAS USED TO DETERMINE SIGNIFICANT CORRELATIONS BETWEEN THE STUDENTS', JUDGES', AND INVESTIGATOR'S RATINGS OF SKIN COLOR. FINDINGS PARTIALLY SUPPORTED HYPOTHESIS 1 AND FOUND NO SIGNIFICANT INTERACTION EFFECTS IN SUPPORT OF HYPOTHESIS 2. (NO)

ACCESSION NUMBER: ED066285

PUBLICATION DATE: JUL 72

TITLE: AMBITIONS AND OPPORTUNITIES FOR SOCIAL MOBILITY AND THEIR CONSEQUENCES FOR MEXICAN AMERICANS AS COMPARED WITH OTHER YOUTH.

PERSONAL AUTHOR: WRIGHT, DAVID E.; AND OTHERS

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ANGLO AMERICANS; CULTURE CONFLICT; DISADVANTAGED YOUTH; *ETHNIC GROUPS; GOAL ORIENTATION; *MEXICAN AMERICANS; NEGRO YOUTH; *OCCUPATIONAL ASPIRATION; *SOCIAL MOBILITY; STATUS; YOUTH PROBLEMS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 41P.

THE FINDINGS FROM A RECENT STUDY OF THE OCCUPATIONAL AND EDUCATIONAL STATUS PROJECTIONS OF MEXICAN AMERICAN, NEGRO, AND ANGLO YOUTH ARE REVIEWED. THE FINDINGS WERE THAT (1) THE STATUS PROJECTIONS OF THESE YOUTH ARE SIGNIFICANTLY SIMILAR ALTHOUGH CERTAIN SLIGHT DIFFERENCES ARE NOTED, AND (2) GOALS ESTABLISHED BY THESE YOUTH ARE PREDOMINANTLY HIGH LEVEL GOALS. THESE FINDINGS SERVE AS BASES FOR INVESTIGATION CONCERNING THE DIFFERENTIALS IN OPPORTUNITIES AND IN SOCIAL SUPPORT IN FACILITATING THESE YOUTH IN ACHIEVING THEIR GOALS, SPECIAL EMPHASIS BEING GIVEN THE MEXICAN AMERICAN RELATIVE TO NEGRO AND ANGLO YOUTH. TENTATIVE CONCLUSIONS AT THIS POINT ARE THAT MEXICAN AMERICAN YOUTH RELATIVE TO NEGROES AND ANGLOS ARE MORE SEVERELY HANDICAPPED IN PURSUING THEIR GOALS DUE TO SUCH FEATURES AS A COMPARATIVELY LOWER LEVEL OF POLITICAL ACTIVISM, FEWER SUPPORTING FORMAL ORGANIZATIONS, LACK OF KNOWLEDGE AND ACCESS TO KNOWLEDGE ABOUT EDUCATIONAL SYSTEMS AND OPPORTUNITIES, LANGUAGE DIFFICULTIES, AND HAVING CERTAIN SUBCULTURAL VALUES WHICH CAN COMPLICATE ACHIEVEMENT IN THE MAINSTREAM, ANGLO-ORIENTED UNITED STATES SOCIETY. UTILIZING A THEORETICAL SCHEME DEVELOPED BY MERTON, A SPECULATIVE INQUIRY IS MADE INTO THE PROBABLE CONSEQUENCES (E.G., HEIGHTENED POLITICAL AND OTHER SOCIAL ACTIVISM, POSSIBLE "REBELLIOUS" ACTIVITIES, COUNTER-CULTURAL MOVEMENTS, AND POSSIBLE COALESCENCE WITH OTHER ETHNIC MINORITY ORGANIZATIONS) OF MEXICAN AMERICAN YOUTH EXPERIENCING GOAL BLOCKAGE. SPECULATIVE IMPLICATIONS FOR THE MEXICAN AMERICAN INDIVIDUAL AND ETHNIC GROUP AND THE LARGER SOCIETY ARE DRAWN. (AUTHOR/NQ)

ACCESSION NUMBER: ED066288

PUBLICATION DATE: 5 JUN 72

TITLE: COMPLETING THE REVOLUTION.

PERSONAL AUTHOR: MARLAND, S. P., JR.

DESCRIPTOR: AMERICAN CULTURE; *AMERICAN HISTORY; AMERICAN INDIANS; ANCIENT HISTORY; BILINGUAL EDUCATION; CULTURAL AWARENESS; DROPOUT RATE; *EDUCATIONAL NEEDS; *EDUCATIONAL PROBLEMS; ENRICHMENT PROGRAMS; ETHNIC GROUPS; *MEXICAN AMERICANS; *SPEECHES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.; SPEECH PRESENTED AT INAUGURATION OF DR. FRANK ANGEL AS PRESIDENT OF NEW MEXICO HIGHLANDS UNIVERSITY, LAS VEGAS, N. MEX., JUNE 5, 1972

IN THIS SPEECH, GIVEN AT THE INAUGURATION OF DR. FRANK ANGEL AS PRESIDENT OF NEW MEXICO HIGHLANDS UNIVERSITY, MR. S. P. MARLAND, JR., U.S. COMMISSIONER OF EDUCATION, DISCUSSES BOTH THE SHORTCOMINGS AND ACCOMPLISHMENTS OF THE AMERICAN EDUCATION SYSTEM WHEN IT COMES TO EDUCATING MEXICAN AMERICAN STUDENTS. IT IS NOTED THAT EVEN THOUGH THE FEDERAL GOVERNMENT HAS FUNDED COMPENSATORY EDUCATION PROGRAMS AND PROJECTS DESIGNED FOR SPANISH-SPEAKING CHILDREN, THE MEXICAN AMERICAN STUDENTS HAVE A HIGHER DROPOUT RATE THAN ANY OTHER IDENTIFIABLE MINORITY EXCEPT AMERICAN INDIANS. ALSO NOTED IS THE FACT THAT SOME SOUTHWESTERN SCHOOLS HAVE BEGUN BILINGUAL PROGRAMS WHERE SUBJECTS ARE TAUGHT IN BOTH SPANISH AND ENGLISH TO ALL STUDENTS. A MAJOR PROBLEM OF THE EDUCATION SYSTEM, WHICH IS DISCUSSED, IS THE PAST FAILURE TO TEACH MEXICAN AMERICAN AND OTHER MINORITY STUDENTS TO TAKE PRIDE IN THEIR CULTURAL BACKGROUND AND THEIR NATIONAL HISTORY. MR. MARLAND DISCUSSED THE FACT THAT IN SCHOOL MEXICAN AMERICAN CHILDREN LEARN "VIRTUALLY NOTHING" OF THEIR ANCESTORS AND THAT WHAT THEY DO LEARN IS UNCOMPLIMENTARY. IT IS ALSO POINTED OUT THAT VERY FEW SCHOOL STAFF MEMBERS IN THE 5 SOUTHWESTERN STATES ARE MEXICAN AMERICANS AND THAT SPANISH IS EXCLUDED FROM THE CLASSROOM, PLAYGROUND, AND IN SCHOOL COMMUNICATIONS TO PARENTS. (NQ)

ACCESSION NUMBER: ED066289

PUBLICATION DATE: 72

TITLE: CVAE COORDINATED VOCATIONAL-ACADEMIC EDUCATION ACADEMIC CURRICULUM PROJECT. EVALUATION REPORT, 1971-72.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ACADEMIC EDUCATION; AUDIOVISUAL AIDS; *CURRICULUM DEVELOPMENT; EVALUATION; INDIVIDUALIZED INSTRUCTION; *JUNIOR HIGH SCHOOL STUDENTS; LANGUAGE ARTS; MATHEMATICS CURRICULUM; *MEXICAN AMERICANS; PROGRAM DESCRIPTIONS; SCIENCE CURRICULUM; SOCIAL STUDIES; *VOCATIONAL EDUCATION

IDENTIFIER: *TEXAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 78P.

THE SECOND YEAR OF THE COORDINATED VOCATIONAL-ACADEMIC EDUCATION (CVAE) ACADEMIC CURRICULUM PROJECT, REGION ONE EDUCATION SERVICE CENTER, WAS DEVOTED TO THE PRODUCTION OF INSTRUCTIONAL MATERIALS AND TO THE FIELD TESTING OF THE INSTRUCTIONAL SYSTEM. HAVING AS ITS TARGET POPULATION JUNIOR HIGH SCHOOL CVAE STUDENTS, THE PROJECT'S FIELD TEST INVOLVED MORE THAN 120 STUDENTS AND 6 ACADEMIC TEACHERS IN THE AUSTIN JUNIOR HIGH SCHOOL, PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT. EIGHTH GRADE STUDENTS PARTICIPATED IN THE MATHEMATICS, SOCIAL STUDIES, AND LANGUAGE ARTS CURRICULA, AND 9TH GRADE STUDENTS PARTICIPATED IN THE MATHEMATICS AND SCIENCE CURRICULA. DEVELOPED AROUND STUDENT PERFORMANCE OBJECTIVES, THE SYSTEM PROVIDES FOR INDIVIDUAL LEARNING RATES. STUDENTS RECEIVE INSTRUCTION VIA FILMSTRIPS, CASSETTE TAPES, AND REALIA, AS WELL AS BY PAPER-AND-PENCIL ACTIVITIES. THEY PROCEED FROM SIMPLER TO MORE COMPLEX TASKS AS THEY MOVE INDIVIDUALLY FROM ONE OBJECTIVE TO THE NEXT. FIELD TEST STUDENTS, TYPICALLY DISENCHANTED WITH FORMAL SCHOOLING, WERE INVOLVED IN THE PLANNED LEARNING ACTIVITIES UP TO 71% OF THE TIME AND IN INDIVIDUAL WORK UP TO 57% OF THE TIME. ABSENTEEISM AND DISCIPLINARY REFERRALS DROPPED. NINTH GRADE STUDENTS' MORE POSITIVE ATTITUDE TOWARD SCIENCE WAS DOCUMENTED. MASTERY OVER SPECIFIC PERFORMANCE OBJECTIVES, FROM 88.7% TO 99.8% IN THE DIFFERENT CURRICULUM AREAS, WAS ACCOMPLISHED. IT WAS CONCLUDED THAT THE INSTRUCTIONAL SYSTEM IS VIABLE, AND IT WAS RECOMMENDED THAT THE PROJECT BE CONTINUED AND EXPANDED. (AUTHOR/NQ)

ACCESSION NUMBER: ED066418

PUBLICATION DATE: FEB 72

TITLE: AN ANALYSIS OF THE POLITICAL ORIENTATIONS OF MEXICAN-AMERICAN AND ANGLO-AMERICAN CHILDREN. FINAL REPORT.

PERSONAL AUTHOR: SICA, MORRIS G.

DESCRIPTOR: *ANGLO AMERICANS; *CITIZENSHIP; EDUCATIONAL RESEARCH; ELEMENTARY SCHOOL STUDENTS; ETHNIC GROUPS; JUNIOR HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; MINORITY GROUP CHILDREN; *POLITICAL ATTITUDES; *POLITICAL SOCIALIZATION; STUDENT ATTITUDES

IDENTIFIER: SOUTHERN CALIFORNIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 203P.

THE POLITICAL LEARNING OF 2,584 CHILDREN ENROLLED IN ELEMENTARY AND JUNIOR HIGH SCHOOLS OF SOUTHERN CALIFORNIA IS EXPLORED IN THIS REPORT. GROWTH PATTERNS OF MEXICAN-AMERICAN AND ANGLO-AMERICAN CHILDREN ARE STUDIED AND COMPARISONS ARE MADE IN THEIR POLITICAL ORIENTATIONS. DATA WERE OBTAINED BY QUESTIONNAIRES ADMINISTERED IN GRADES 4-8 AFTER THE GENERAL ELECTIONS OF 1970 AND IN JANUARY AND FEBRUARY OF 1971. THE ANALYSIS OF CHILDREN'S RESPONSES FOCUSED ON: 1) KNOWLEDGE OF POLITICAL INFORMATION; 2) ATTITUDE TOWARD POLITICAL AUTHORITY; AND, 3) ORIENTATIONS TOWARD CITIZENSHIP ROLE. PRINCIPAL FINDINGS INDICATE THAT AS A GROUP, MEXICAN-AMERICAN CHILDREN ACQUIRE LESS POLITICAL INFORMATION THAN THEIR ANGLO-AMERICAN COUNTERPARTS WHETHER RESPONSES ARE ANALYZED BY ETHNIC BACKGROUND ALONE, OR BY ETHNIC BACKGROUND AND SEX, SOCIAL STATUS, AND LEVEL OF ABILITY. THE GAP BETWEEN THE TWO ETHNIC GROUPS TENDS TO WIDEN AS CHILDREN PROGRESS THROUGH THE GRADES. MEXICAN-AMERICAN CHILDREN OF LOWER SOCIOECONOMIC STATUS ARE HIGHLY CYNICAL ABOUT RESPONSIVENESS OF GOVERNMENT TO THEIR NEEDS AND ANTICIPATE UNFAIR TREATMENT FROM POLICEMEN AND JUDGES. FEWER MEXICAN-AMERICAN CHILDREN HAVE INTERNALIZED NORMS ASSOCIATED WITH POLITICAL INVOLVEMENT. AT CERTAIN POINTS IN THE REPORT SUGGESTIONS ARE MADE TO EDUCATORS CONCERNING CHILDREN'S CURRICULAR NEEDS IN POLITICAL AFFAIRS AND THE UNIQUE NEEDS OF THE MEXICAN-AMERICAN CHILD. (AUTHOR/JLB)

ACCESSION NUMBER: ED066443

PUBLICATION DATE: FEB 72

TITLE: INVESTIGATING TEST BIAS.

PERSONAL AUTHOR: HOEPFNER, RALPH; STRICKLAND, GUY P.

DESCRIPTOR: ACHIEVEMENT TESTS; CAUCASIANS; *ELEMENTARY GRADES; ETHNIC GROUPS; EVALUATION CRITERIA; GRADE 3; MEXICAN AMERICANS; NEGROES; *PREDICTOR VARIABLES; READING TESTS; *SOCIOECONOMIC INFLUENCES; STANDARDIZED TESTS; *STUDENT EVALUATION; *TEST BIAS; TEST INTERPRETATION; TEST REVIEWS

IDENTIFIER: CALIFORNIA; ORIENTALS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 35P.

THIS STUDY INVESTIGATES THE QUESTION OF TEST BIAS TO DEVELOP AN INDEX OF THE APPROPRIATENESS OF A TEST TO A PARTICULAR SOCIOECONOMIC OR RACIAL-ETHNIC GROUP. BIAS IS DEFINED AS AN ITEM BY RACE INTERACTION IN AN ANALYSIS-OF-VARIANCE DESIGN. THE SAMPLE OF 172 THIRD GRADERS AT TWO INTEGRATED SCHOOLS IN A LARGE CALIFORNIA SCHOOL DISTRICT, INCLUDED 26 WHITE STUDENTS, 20 BLACKS, 64 MEXICAN-AMERICANS, AND 37 ORIENTALS. IN ORDER TO OBTAIN THE INITIAL INFORMATION ABOUT ITEM BY RACE INTERACTION, THE STANFORD ACHIEVEMENT TEST, PARAGRAPH MEANING SUBTEST WAS USED. ITEM REGRESSION DATA FOR SIX RACIAL PAIRINGS WERE INSPECTED: WHITES/BLACKS; WHITES/MEXICAN-AMERICANS; WHITES/ORIENTALS; BLACKS/MEXICAN-AMERICANS; BLACK/ORIENTALS; AND MEXICAN-AMERICANS/ORIENTALS. VARIOUS METHODS OF ESTABLISHING THE EXISTENCE AND NATURE OF TEST BIAS ARE DISCUSSED, WITH THE CONCLUSION THAT TEST BIAS CANNOT BE CONCLUSIVELY DEMONSTRATED IN A WHOLLY SATISFACTORY MANNER. ONE METHOD WAS NONTHELESS SELECTED AND APPLIED TO TEST ITEMS ADMINISTRATED TO TWO FIELD-TEST SCHOOLS FOR THE PURPOSE OF INVESTIGATING BIAS. THE RESULTS OF THAT SMALL-SCALE STUDY ARE DISCUSSED, BUT DO NOT OFFER COMPELLING REASONS FOR THE OBSERVED RACIAL ETHNIC DIFFERENCES. (AUTHOR/LS)

ACCESSION NUMBER: ED066545

PUBLICATION DATE: 72

TITLE: REEDUCATING TEACHERS FOR CULTURAL AWARENESS: PREPARATION FOR EDUCATING MEXICAN-AMERICAN CHILDREN IN NORTHERN CALIFORNIA. PRAEGER SPECIAL STUDIES IN U. S. ECONOMIC AND SOCIAL DEVELOPMENT SERIES.

PERSONAL AUTHOR: BATY, ROGER M.

DESCRIPTOR: CHANGING ATTITUDES; *CULTURAL AWARENESS; CULTURAL BACKGROUND; CULTURAL EDUCATION; CULTURALLY DISADVANTAGED; DISADVANTAGED YOUTH; *INSERVICE TEACHER EDUCATION; *MEXICAN AMERICANS; PROGRAM EVALUATION; SELF ESTEEM; SOCIALLY DISADVANTAGED; STUDENT TEACHER RELATIONSHIP; *TEACHER ATTITUDES; TEACHER BACKGROUND

IDENTIFIER: *CALIFORNIA

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 147P.

THIS IS A REPORT OF AN ACTION-RESEARCH STUDY, DESIGNED TO DETERMINE THE EFFECT OF EXPOSURE TO CULTURAL, SOCIAL, AND ECONOMIC DIVERSITY ON SELECTED ATTITUDES OF ELEMENTARY SCHOOL TEACHERS. THE RESEARCH DEVELOPED TWO THRUSTS. ONE WAS TO INVESTIGATE THE EFFECTS OF EXPOSURE TO THE USUAL CLASSROOM SITUATION ON TEACHER TOLERANCE AND TEACHER OPTIMISM. THE OTHER WAS TO INVESTIGATE THE EFFECTS OF EXPOSURE TO AN IN-SERVICE TRAINING PROGRAM, IN ADDITION TO THE USUAL CLASSROOM SITUATION. THE DEPENDENT VARIABLES--OPTIMISM ABOUT PUPIL, POTENTIAL TO ACHIEVE, AND TOLERANCE OF MINORITY SELF-ASSERTIVENESS--WERE SELECTED FOR THEIR RELEVANCE TO CURRENT INQUIRY IN THE BROAD AREA OF PREPARING TEACHERS TO WORK MORE EFFECTIVELY WITH URBAN AND SUBURBAN CHILDREN. THE GOALS OF THE IN-SERVICE TRAINING PROGRAM WERE TO INCREASE THE TEACHER'S UNDERSTANDING OF THE CULTURAL BACKGROUND OF THE MEXICAN-AMERICAN CHILD, AND TO HELP THE TEACHER FIND WAYS TO INCREASE THE CHILD'S SELF-ESTEEM. THE GOALS WOULD BE ACCOMPLISHED, IT WAS ASSUMED, IF TEACHERS WHO PARTICIPATED BECAME AWARE OF THEIR CULTURAL BLINDERS--THEIR OWN ASSUMPTIONS--AND BECAME MORE CONCERNED TO LEARN ABOUT THE CULTURAL BACKGROUNDS OF ALL THEIR YOUNGSTERS, NOT JUST MEXICAN-AMERICANS. THE COURSE CONSISTED OF TEN THREE-HOUR EVENING SESSIONS HELD IN A LOCAL SCHOOL. EACH SESSION HAD THREE PARTS: (1) LECTURE; (2) QUESTION-AND-ANSWER PERIOD, FOLLOWED BY A COFFEE BREAK; AND, (3) DISCUSSION GROUPS. (AUTHOR/JM)

AVAILABILITY: PRAEGER PUBLISHERS, 111 FOURTH AVENUE, NEW YORK, N. Y. 10003 ($12.50)

ACCESSION NUMBER: ED066548

PUBLICATION DATE: 72

TITLE: IN THEIR PLACE: WHITE AMERICA DEFINES HER MINORITIES, 1850-1950.

PERSONAL AUTHOR: CARLSON, LEWIS H., ED.; COLBURN, GEORGE A., ED.

DESCRIPTOR: AFRICAN AMERICAN STUDIES; AMERICAN HISTORY; *AMERICAN INDIANS; *ANGLO AMERICANS; CAUCASIANS; CHINESE AMERICANS; *ETHNIC GROUPS; *ETHNIC STEREOTYPES; IMMIGRANTS; JAPANESE AMERICANS; JEWS; MEXICAN AMERICANS; MINORITY GROUPS; *NEGROES; RACISM

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 370P.

THIS SOURCEBOOK INCLUDES ADDRESSES BY AMERICAN PRESIDENTS, SPEECHES BY CONGRESSMEN AND SENATORS, DECISIONS BY THE U. S. SUPREME COURT, AND ARTICLES IN PRESTIGIOUS SCHOLARLY JOURNALS, POPULAR FICTION, AND MASS-CIRCULATION MAGAZINES, WHICH WERE SAMPLED OVER A 100-YEAR PERIOD FROM 1850 TO 1950. EACH OF SEVEN PARTS DISCUSSES SUCH TOPICS AS THE IMAGE OF THE PARTICULAR GROUP IN LITERATURE, SCIENTISTS AND THE GROUP, THE LEGAL STATUS OF SUCH GROUPS, AND THE SEGREGATION OF THE GROUPS FROM "MAINSTREAM" AMERICAN LIFE. PART I DISCUSSES THE AMERICAN INDIANS; PART II THE AFRO-AMERICANS; PART III THE CHICANOS; PART IV, THE CHINESE AMERICANS; PART V, JAPANESE-AMERICANS; PART VI, JEWISH-AMERICANS; AND, PART VII, THE ANGLO-SAXON AND THE NEW IMMIGRANT. A LIST OF SELECTED READINGS IS INCLUDED. (JM)

AVAILABILITY: JOHN WILEY & SONS, INC., 605 THIRD AVENUE, NEW YORK, N. Y. 10016 ($4.95)

ACCESSION NUMBER: ED066907

PUBLICATION DATE: 72

TITLE: BLACK STEREOTYPES OF NON-BLACK COMMUNICATORS: A DESCRIPTIVE STUDY.

PERSONAL AUTHOR: RICH, ANDREA L.; OGAWA, DENNIS M.

DESCRIPTOR: ATTITUDES; CAUCASIANS; COMMUNICATION (THOUGHT TRANSFER); CULTURAL IMAGES; ETHNIC GROUPS; ETHNIC RELATIONS; *ETHNIC STEREOTYPES; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO STEREOTYPES; *RACE RELATIONS; *RACIAL ATTITUDES; STEREOTYPES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 17P.; PAPER PRESENTED AT THE INTERNATIONAL COMMUNICATION ASSOCIATION ANNUAL CONVENTION (ATLANTA, GEORGIA, APRIL 19,22, 1972)

A GROUP OF 100 BLACK GHETTO RESIDENTS WAS SURVEYED TO LEARN WHAT STEREOTYPES THEY HELD OF WHITES, MEXICAN-AMERICANS, AND JAPANESE-AMERICANS. THE SUBJECTS WERE ASKED TO CHECK ADJECTIVES IN A LIST WHICH THEY THOUGHT CHARACTERISTIC OF MEMBERS OF EACH ETHNIC GROUP. THE RESULTS SHOWED THAT BLACKS HAVE STRONGLY NEGATIVE VIEWS OF WHITES, WHOM THEY SEE AS EVASIVE, CRITICAL, AGGRESSIVE, IGNORANT, BOASTFUL, AND OF MEXICAN-AMERICANS, WHO ARE CONSIDERED EMOTIONAL, RADICAL, TALKATIVE, ARGUMENTATIVE, AND LOUD. BLACKS PERCEIVE JAPANESE-AMERICANS MORE FAVORABLY: THEY ARE INTELLIGENT, INDUSTRIOUS, SOFT-SPOKEN, RESERVED, AND NON-MILITANT. (ALTHOUGH SOME OF THESE TRAITS MAY BE SEEN AS UNFAVORABLE, THE OVERALL IMPRESSION IS FAVORABLE.) COMPARISONS WITH PREVIOUS RESEARCH SHOW THAT BLACKS AND WHITES STEREOTYPE EACH OTHER IN THE SAME WAY TO SOME EXTENT, AND ALSO THAT BLACKS AND WHITES SHARE SIMILAR STEREOTYPES OF CHICANOS AND JAPANESE-AMERICANS. THE CONSEQUENCES OF THESE IMAGES RENDER INTERRACIAL COMMUNICATION DIFFICULT, IF NOT IMPOSSIBLE, BECAUSE OF THE LACK OF EMPATHY AND TRUST BETWEEN BLACKS AND WHITES. (JK)

ACCESSION NUMBER: ED066935

PUBLICATION DATE: 4 MAR 71

TITLE: BILINGUALISM, THE MEXICAN AMERICAN COLLEGE STUDENT, AND HIS COMMUNITY.

PERSONAL AUTHOR: LEZAMA, JUAN A.

DESCRIPTOR: ANGLO AMERICANS; BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; COLLEGE STUDENTS; *COMMUNITY INVOLVEMENT; CULTURAL EDUCATION; CURRICULUM DEVELOPMENT; *EDUCATIONAL ACCOUNTABILITY; *EDUCATIONAL IMPROVEMENT; EDUCATIONAL INNOVATION; EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES; MEXICAN AMERICANS; PARENT SCHOOL RELATIONSHIP; *SELF CONCEPT; SPANISH SPEAKING; TEACHER EDUCATION

IDENTIFIER: *MEXICAN AMERICAN EDUCATION PROJECT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 6P.; PAPER PRESENTED AT THE FIFTH ANNUAL TESOL CONVENTION, MARCH 4, 1971, NEW ORLEANS, LA.

THE PRIMARY OBJECTIVES OF THE MEXICAN AMERICAN PROJECT AT SACRAMENTO STATE COLLEGE ARE TO PREPARE "AGENTS OF CHANGE" THROUGH THE APPLIED SOCIAL SCIENCES, TO WORK WITHIN THE CULTURE OF THE SCHOOLS, TO INCREASE THE OPPORTUNITIES FOR THE MEXICAN AMERICAN LEARNER, TO FURTHER THE CONCEPT OF INVOLVEMENT OF THE SPANISH-SPEAKING COMMUNITY IN THE EDUCATION OF THE MEXICAN AMERICAN LEARNER, TO HELP ASSESS NEEDS OF THE MEXICAN AMERICAN CHILD, AND TO DEVELOP RELEVANT CURRICULUMS BASED ON THE LANGUAGE AND CULTURE OF THE CHILD. THIS PAPER DISCUSSES SOME OF THE SPECIFIC ACCOMPLISHMENTS AND OBJECTIVES OF THE PROJECT IN TERMS OF GENERAL BILINGUAL EDUCATION NEEDS AND PROBLEMS. (AUTHOR/VM)

ACCESSION NUMBER: ED066970

PUBLICATION DATE: 71

TITLE: ACTUALIZACION MATEMATICA, AM-2 (MODERNIZING MATHEMATICS, AM-2).

PERSONAL AUTHOR: PAROT, JEAN JACQUES

DESCRIPTOR: CLASSROOM TECHNIQUES; EDUCATIONAL GAMES; *ELEMENTARY SCHOOL MATHEMATICS; *INSTRUCTIONAL MATERIALS; INTERNATIONAL EDUCATION; *LOGIC; NUMBER CONCEPTS; NUMBERS; *PRIMARY GRADES; SPANISH SPEAKING; TEACHER EDUCATION; *TEACHING METHODS; WHOLE NUMBERS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 61P.

THIS DOCUMENT PRESENTS A SERIES OF EXERCISES DESIGNED TO HELP ELEMENTARY SCHOOL CHILDREN DEVELOP SKILLS IN MATHEMATICS AND LOGIC. BY MEANS OF STORIES, GAMES, QUESTIONS, AND ILLUSTRATIONS, THE FIRST SET OF EXERCISES PRESENTS THE IDEA OF NUMBER SYSTEMS WITH BASES OTHER THAN 10. SIMILAR MEANS ARE USED TO EXPLAIN THE CONCEPT OF EXPONENTS AND TO TEACH THE CHILDREN CERTAIN LOGICAL RELATIONSHIPS. FOR REPORT AM-1, SEE FL 003 289. (VM)

ACCESSION NUMBER: ED066972

PUBLICATION DATE: MAY 72

TITLE: DE TODO UN POCO (A LITTLE OF EVERYTHING).

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; *CULTURAL ACTIVITIES; *EDUCATIONAL ACCOUNTABILITY; EDUCATIONAL GAMES; *EDUCATIONAL INNOVATION; ENGLISH (SECOND LANGUAGE); FOREIGN COUNTRIES; *LEARNING ACTIVITIES; NON ENGLISH SPEAKING; POETRY; SPANISH SPEAKING; TEACHER EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 96P.

THIS DOCUMENT CONTAINS ARTICLES AND REPORTS RELEVANT TO THE BILINGUAL EDUCATION PROGRAMS IN THE CHICAGO PUBLIC SCHOOLS. THE BOOKLET INCLUDES ANNOUNCEMENTS OF CULTURAL AND LEARNING ACTIVITIES; PROJECTS AND OPPORTUNITIES FOR TEACHERS; ARTICLES ON BILINGUAL EDUCATION IN AMERICA, ACCOUNTABILITY, AND THE NATIONAL CONFERENCE ON BILINGUAL EDUCATION; POETRY BY FAMOUS AUTHORS AS WELL AS BY STUDENTS, REPORTS OF STUDENT ASSEMBLIES AND FIELD TRIPS; AND EDUCATIONAL GAMES. ITEMS APPEAR IN EITHER ENGLISH OR SPANISH. (VM)

ACCESSION NUMBER: ED066987

PUBLICATION DATE: 20 JUL 71

TITLE: CULTURE SHOCK: WHAT PROBLEMS IN ACCULTURATION CAN OCCUR IN A NEW SOCIETY?

PERSONAL AUTHOR: KATCHER, ROBERTA

DESCRIPTOR: *ACCULTURATION; BICULTURALISM; BILINGUAL STUDENTS; *CULTURALLY DISADVANTAGED; CULTURAL PLURALISM; *CULTURE CONFLICT; *LANGUAGE INSTRUCTION; MINORITY GROUP CHILDREN; MODERN LANGUAGES; SOCIALLY DISADVANTAGED; SPANISH SPEAKING; *TEACHING METHODS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 18P.

PERSONAL EXPERIENCES ILLUSTRATING THE PSYCHOLOGICAL PHENOMENON OF "CULTURE SHOCK" ARE INTEGRATED WITH A DISCUSSION OF THE PEDAGOGIC SIGNIFICANCE OF THE PROCESS OF ACCULTURATION. PROBLEMS ENCOUNTERED IN ACCULTURATION PROCESSES APPEAR TO BE PARTICULARLY SIGNIFICANT FOR TEACHERS OF ENGLISH-AS-A-SECOND-LANGUAGE, AND PRACTICAL SUGGESTIONS FOR IMPROVING THE CLASSROOM SITUATION FOR SPANISH-SPEAKING STUDENTS ARE SUGGESTED. (RL)

ACCESSION NUMBER: ED066996

PUBLICATION DATE: 23 AUG 72

TITLE: ENGLISH PROFICIENCY AND BEHAVIORAL CHANGE IN SPANISH-SPEAKING CHILDREN.

PERSONAL AUTHOR: CORDOVA, JOE E.

DESCRIPTOR: *CHILDREN; EDUCATIONAL EXPERIMENTS; EDUCATIONAL RESEARCH; ELEMENTARY GRADES; *ENGLISH (SECOND LANGUAGE); FAMILY BACKGROUND; LANGUAGE PROFICIENCY; LANGUAGE ROLE; LANGUAGE USAGE; LINGUISTIC COMPETENCE; LITERATURE REVIEWS; *MEXICAN AMERICANS; RESEARCH METHODOLOGY; *SELF CONCEPT; SPANISH SPEAKING; STATISTICAL ANALYSIS; STUDENT BEHAVIOR; TABLES (DATA); *TEACHING TECHNIQUES; TESTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 50P.; FINAL REPORT

THE PURPOSE OF THIS STUDY WAS TO IMPROVE THE ENGLISH COMPETENCE OF SPANISH-SPEAKING STUDENTS, TO INCREASE THEIR SUCCESS IN SCHOOL, AND TO HELP THEM DEVELOP STRONGER SELF-CONCEPTS. CONTROL AND EXPERIMENTAL GROUPS OF STUDENTS WERE SELECTED FROM KINDERGARTEN, SECOND, AND FOURTH GRADES OF ELEMENTARY SCHOOLS WITH A PREDOMINANTLY CHICANO POPULATION. EXPERIMENTAL STUDENTS WERE EXPOSED TO VARIOUS TECHNIQUES DESIGNED TO STRENGTHEN ENGLISH AS A SECOND LANGUAGE (ESL). TO ACCOMPLISH THIS GOAL, TEACHERS OF THE STUDENTS IN THE EXPERIMENTAL GROUP WERE TRAINED BY THE EXPERIMENTERS IN TECHNIQUES TO FACILITATE THE ACQUISITION OF ESL SKILLS. THE CONTROL GROUP RECEIVED NO SPECIAL INSTRUCTION. STUDENTS IN BOTH GROUPS WERE MEASURED ON GENERAL SCHOOL PROGRESS, ENGLISH USAGE, GENERAL SCHOOL BEHAVIOR, AND APTITUDE PRIOR TO AND IMMEDIATELY FOLLOWING THE ADMINISTRATION OF THE EXPERIMENTAL TECHNIQUES. DETAILS, STATISTICAL DATA, AND RESULTS OF THE EXPERIMENT ARE PRESENTED HERE ALONG WITH DISCUSSION AND RECOMMENDATIONS. (AUTHOR/VM)

ACCESSION NUMBER: ED067015

PUBLICATION DATE: JUL 72

TITLE: ACCESS TO COLLEGE FOR MEXICAN AMERICANS IN THE SOUTHWEST.

PERSONAL AUTHOR: FERRIN, RICHARD I.; AND OTHERS

DESCRIPTOR: *EDUCATIONAL OPPORTUNITIES; *ETHNIC GROUPS; *HIGHER EDUCATION; MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; *MINORITY GROUPS

EDRS PRICE: EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 48P.; HIGHER EDUCATION SURVEYS, REPORT 6

THIS SURVEY WAS CONCERNED WITH VARIOUS INDICES OF ACCESS TO COLLEGE FOR MEXICAN-AMERICANS IN THE SOUTHWESTERN U.S. RESULTS ARE BASED ON THE RESPONSES OF COLLEGE ADMINISTRATORS AT A SAMPLE OF 153 INSTITUTIONS. PRINCIPAL FINDINGS OF THE SURVEY INCLUDE: (1) AN ESTIMATED 144,000 MEXICAN-AMERICANS WERE ENROLLED AS UNDERGRADUATES IN SOUTHWESTERN COLLEGES IN FALL 1971. (2) IN 1970-71 MEXICAN-AMERICAN STUDENTS ATTENDING PUBLIC 4-YEAR COLLEGES RECEIVED FINANCIAL AID COVERING 25% OF THEIR EXPENDITURES, AND STUDENTS ENROLLED IN PUBLIC 2-YEAR COLLEGES RECEIVED FINANCIAL AID COVERING 10 TO 15% OF THEIR EXPENDITURES. (3) RECRUITMENT OF MEXICAN-AMERICAN STUDENTS WAS MOST FREQUENTLY DONE BY MEXICAN-AMERICAN FACULTY AND STUDENTS, OR BY SPECIAL VISITS TO HIGH SCHOOLS ENROLLING LARGE NUMBERS OF MEXICAN-AMERICAN STUDENTS. (4) CHICANO STUDIES COURSES ARE OFFERED BY ABOUT 85% OF ALL PUBLIC COLLEGES IN COUNTIES WITH LARGE NUMBERS OF MEXICAN-AMERICANS. (5) SOUTHWESTERN COLLEGES REPORTED AN ESTIMATED 1,500 MEXICAN-AMERICAN FULL-TIME FACULTY MEMBERS; THIS YIELDS A RATIO OF ONE MEXICAN-AMERICAN FACULTY MEMBER FOR EVERY 100 MEXICAN-AMERICAN STUDENTS. (HS)

AVAILABILITY: WESTERN REGIONAL OFFICE, COLLEGE ENTRANCE EXAMINATION BOARD, 800 WELCH ROAD, PALO ALTO, CALIFORNIA 94304; SOUTHWESTERN REGIONAL OFFICE, COLLEGE ENTRANCE EXAMINATION BOARD, SUITE 119, 3810 MEDICAL PARKWAY, AUSTIN, TEXAS 78756

ACCESSION NUMBER: ED067170

PUBLICATION DATE: 69

TITLE: OUR HISPANO HERITAGE UNIT WITH SUGGESTED ACTIVITIES.

PERSONAL AUTHOR: WILSON, JEANETTE

DESCRIPTOR: ACTIVITY UNITS; ELEMENTARY GRADES; *HISTORY INSTRUCTION; *INSTRUCTIONAL MATERIALS; *MEXICAN AMERICAN HISTORY; RESOURCE MATERIALS; *SOCIAL STUDIES UNITS; *SPANISH CULTURE; UNITS OF STUDY (SUBJECT FIELDS)

IDENTIFIER: *HISPANOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 67P.

THIS CURRICULUM UNIT FOR ELEMENTARY STUDENTS, DEVELOPED BY THE MONTELORES STUDIES CENTER, CORTEZ, COLORADO, AND FUNDED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, PRESENTS A HISTORY OF THE SPANISH AMERICANS AND MEXICAN AMERICANS AND SUGGESTS STUDENT ACTIVITIES. THE HISTORY SECTION OUTLINES THE HISTORICAL DEVELOPMENT OF THE SPANISH-SPEAKING PEOPLES OF THE SOUTHWESTERN UNITED STATES FROM THE TIME OF THE EARLY SPANISH EXPLORERS TO THE PRESENT. THE ACTIVITIES SECTION CONTAINS SUGGESTED ACTIVITIES, REFERENCE MATERIALS, AVAILABLE FROM THE MONTELORES STUDIES CENTER, AND AN ANNOTATED BIBLIOGRAPHY. (TL)

ACCESSION NUMBER: ED067179

PUBLICATION DATE: SEP 72

TITLE: A STUDY OF STUDENT RIGHTS AND SCHOOL AUTHORITY WITH REGARD TO LONG-TERM SUSPENSIONS.

PERSONAL AUTHOR: FLOYD, HAROLD WILLIAM

DESCRIPTOR: AUTHORITARIANISM; CHANGING ATTITUDES; *CIVIL RIGHTS; COMMUNITY ATTITUDES; *HIGH SCHOOL STUDENTS; LEGAL PROBLEMS; *MEXICAN AMERICANS; SCHOOL ROLE; SOCIAL VALUES; *STUDENT SCHOOL RELATIONSHIP; *SUSPENSION

IDENTIFIER: LAS CRUCES; NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 117P.; SPECIALIST IN EDUCATION THESIS SUBMITTED TO NEW MEXICO STATE UNIVERSITY, LAS CRUCES, N. MEX., SEPTEMBER 1972

THE SPECIFIC OBJECTIVES OF THIS STUDY WERE TO SURVEY THE IMPLEMENTATION AT LAS CRUCES HIGH SCHOOL, NEW MEXICO, OF AN APPEAL BOARD THROUGH WHICH STUDENTS MAY APPEAL SUSPENSION RECOMMENDATIONS OF OVER 5 DAYS; TO REVIEW THE ISSUES BEHIND THE STUDENT RIGHTS MOVEMENT; TO DEFINE AND EVALUATE THE INVARIANT STRUCTURE OF AUTHORITY IN THE SCHOOL; TO EVALUATE THE ATTITUDES OF STUDENTS, PARENTS, AND TEACHERS REGARDING THE "NEW DUE PROCESS"; AND TO ESTABLISH OR DISESTABLISH VALIDITY FOR THE HEARING BOARD. QUESTIONNAIRES WERE DISTRIBUTED TO TEACHERS, STUDENTS, AND PARENTS OF STUDENTS AT LAS CRUCES HIGH SCHOOL. THE ANSWERS FOR THE VARIOUS SUBGROUPS WERE CALCULATED INTO PERCENTAGES AND CATEGORIZED, ACCORDING TO THE 8 QUESTIONNAIRE ITEMS, INTO 3 OR 4 POSSIBLE ANSWERS. MAJOR FINDINGS WERE THAT ANALYSIS OF STUDENT RIGHTS, DUE PROCESS, AND ADMINISTRATIVE PROCEDURES CANNOT BE MADE APART FROM ANALYSIS OF INSTITUTIONAL GOALS WITH REGARD TO STUDENT OFFENDERS AND THAT THE MAJORITY OF RESPONDENTS VALUE RESPONSIBILITY TO THE SCHOOL. (PS)

ACCESSION NUMBER: ED067182

PUBLICATION DATE: 1 JUL 72

TITLE: BILINGUAL EDUCATION PROJECT, SANTA CLARA COUNTY, CALIFORNIA. FINAL REPORT, 1972.

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; CURRICULUM EVALUATION; *EARLY CHILDHOOD EDUCATION; INTERNSHIP PROGRAMS; LOW INCOME GROUPS; *MEXICAN AMERICANS; *PRESCHOOL PROGRAMS; REPORTS; *SPANISH SPEAKING; TUTORING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.

THE SPANISH DAME BILINGUAL EDUCATION PROJECT, LOCATED IN SANTA CLARA COUNTY, CALIFORNIA, SERVED 190 CHILDREN WHO CAME FROM HOMES WHERE THE PRIMARY LANGUAGE WAS SPANISH AND WHO RESIDED WITHIN THE TARGET AREA SCHOOLS OF THE ALUM ROCK SCHOOL DISTRICT. THE OBJECTIVES OF THE PRESCHOOL PROJECT WERE (1) TO DEMONSTRATE A HOME-TEACHING PROCEDURE DESIGNED TO IMPROVE THE CONCEPT FORMATION AND LANGUAGE DEVELOPMENT ENVIRONMENT OF 80 CHILDREN, AGES 3-4; (2) TO TRAIN 16 WOMEN FROM THE COMMUNITY AS HOME TUTORS; AND (3) TO GIVE TRAINING TO THE MOTHERS OF THE PROJECT CHILDREN FOR IMPROVEMENT OF THEIR TEACHING TECHNIQUES WITH THEIR OWN CHILDREN. THE IN-SCHOOL PROJECT, FOR CHILDREN IN GRADES K-2, ATTEMPTED TO IMPROVE THEIR LANGUAGE SKILLS IN SPANISH AND TO PROVIDE A BASIC LEVEL OF FLUENCY IN ENGLISH. SOME TOPICS DISCUSSED ARE THE TRAINING OF PARAPROFESSIONALS AS HOME TUTORS; THE DEVELOPMENT OF A 1ST AND 2ND YEAR CURRICULUM IN ENGLISH AND SPANISH WITH THE ACTIVITIES TAUGHT IN SPANISH; THE INSTRUCTIONAL EQUIPMENT AND MATERIALS USED; THE PARENT-COMMUNITY INVOLVEMENT; THE RESPONSIBILITIES OF THE PROJECT MANAGER, PRESCHOOL COORDINATOR, IN-SCHOOL COORDINATOR, AND COMMUNITY RESOURCE ASSISTANT; AND THE IMPLEMENTATION OF A HOME INTERVENTION PROGRAM, TO INCLUDE FUNDING, PERSONNEL, TRAINING CENTER, FRINGE BENEFITS, SUBSTITUTES, AND EVALUATION INSTRUMENTS. (HBC)

ACCESSION NUMBER: ED067184

PUBLICATION DATE: 10 JUL 72

TITLE: PROGRAM OF IN-SERVICE EDUCATION FOR TEACHERS. HISPANIC URBAN CENTER EVALUATION REPORT.

PERSONAL AUTHOR: PIPER, RICHARD, COMP.

DESCRIPTOR: *ATTITUDE TESTS; *CULTURAL AWARENESS; CURRICULUM EVALUATION; EDUCATIONAL PROBLEMS; *INSERVICE TEACHER EDUCATION; *MEASUREMENT INSTRUMENTS; *MEXICAN AMERICANS; REPORTS; STATISTICAL ANALYSIS; TABLES (DATA); WORKSHOPS

IDENTIFIER: *EAST LOS ANGELES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 41P.

CONDUCTED UNDER THE AUSPICES OF THE CITY OF LOS ANGELES, EAST/NORTHEAST MODEL CITIES PROGRAM, AND THE COOPERATION OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT AND OCCIDENTAL COLLEGE, THIS REPORT COVERS THE TESTING OF 158 PARTICIPANTS (PRINCIPALS, COORDINATORS, AND TEACHERS FROM EAST LOS ANGELES ELEMENTARY SCHOOLS) IN A PROGRAM OF IN-SERVICE EDUCATION TITLED "THE MEXICAN AMERICAN IN THE SCHOOLS." THE OBJECTIVE OF THE RESEARCH WAS TO CHANGE TEACHER PERCEPTIONS AND BEHAVIOR WITH RESPECT TO MEXICAN AMERICAN STUDENTS. THE METHODOLOGY UTILIZED INCLUDED A MULTIMEDIA APPROACH, INSTRUCTOR LECTURES, A SIMULATION GAME, AND HOME AND COMMUNITY VISITS. A SPECIAL INVENTORY OF BELIEFS WAS DEVISED TO DISCOVER THE PERCEPTIONS THAT EDUCATIONAL PERSONNEL IN EAST LOS ANGELES HAVE ABOUT THE NATURE AND INCIDENCE OF PROBLEMS ENCOUNTERED BY MEXICAN AMERICANS ON THE EAST SIDE. AS MEASURED BY THE PRETEST AND POSTTEST INVENTORIES, IT WAS CONCLUDED THAT CHANGES IN PERCEPTION WERE SMALL BUT DID MOVE CONSISTENTLY IN A POSITIVE DIRECTION. SOME RECOMMENDATIONS FOR COURSE IMPROVEMENT WERE THAT THE SPECIFICS OF THE CONFLICT BETWEEN MIDDLE CLASS AMERICAN VALUES AND MEXICAN VALUES SHOULD BE IDENTIFIED AND TAUGHT, AND THAT SPECIFIC VALUES IN THE MEXICAN EDUCATIONAL TRADITION AND THE WAYS IN WHICH AMERICAN SCHOOLS CAN RELATE TO THOSE VALUES SHOULD BE TAUGHT. THE INVENTORY OF BELIEFS IS INCLUDED IN THE APPENDIX. (HBC)

ACCESSION NUMBER: ED067186

PUBLICATION DATE: AUG 70

TITLE: MOTOR DEVELOPMENT OF THE KINDERGARTEN SPANISH-SPEAKING DISADVANTAGED CHILD.

PERSONAL AUTHOR: SASSER, CONNIE

DESCRIPTOR: *DISADVANTAGED YOUTH; *KINDERGARTEN CHILDREN; *MEXICAN AMERICANS; *MOTOR DEVELOPMENT; PSYCHOMOTOR SKILLS; *SPANISH SPEAKING; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 46P.; MASTER'S THESIS SUBMITTED TO TEXAS WOMAN'S UNIVERSITY, DENTON, TEXAS

THE PURPOSE OF THIS STUDY WAS TO DETERMINE WHETHER AN EXPERIMENTAL GROUP OF KINDERGARTEN AGE, SPANISH-SPEAKING, DISADVANTAGED CHILDREN COULD MAKE SIGNIFICANT GAINS IN MOTOR SKILLS WHEN GIVEN A CONCENTRATED MOTOR DEVELOPMENT PROGRAM. THE SAMPLE CONSISTED OF 32 STUDENTS, 17 STUDENTS IN THE EXPERIMENTAL GROUP AND 15 STUDENTS IN THE CONTROL GROUP, ATTENDING KINDERGARTEN CLASSES IN SAN ANTONIO, TEXAS. A CONCENTRATED MOTOR DEVELOPMENT PROGRAM WAS GIVEN TO THE EXPERIMENTAL GROUP FOR A PERIOD OF 7 WEEKS. THE CONTROL GROUP WAS GIVEN NO EXTRA MOTOR ACTIVITIES OTHER THAN FREE OUTSIDE PLAY. PRE-TEST AND POST-TEST SCORES, AYRES' PERCEPTUAL MOTOR TEST WAS USED, INDICATED THAT GAINS IN THE BILATERAL RHYTHMS, BODY BALANCE WITH VISION, BODY BALANCE WITHOUT VISION, AND SKIN DESIGN TESTS WERE SIGNIFICANT FOR THE EXPERIMENTAL GROUP. GAINS ON THE GROSS MOTOR PLANNING TEST AND THE DRAW-A-MAN TEST WERE FOUND NOT TO BE SIGNIFICANT. (PS)

AVAILABILITY: INTER-LIBRARY LOAN FROM TEXAS WOMAN'S UNIVERSITY, DENTON, TEXAS

ACCESSION NUMBER: ED067192

PUBLICATION DATE: 27 JUN 72

TITLE: FOOD BUYING PRACTICES OF MEXICAN AMERICANS IN EAST LOS ANGELES.

PERSONAL AUTHOR: LEWIS, JANE S.; AND OTHERS

DESCRIPTOR: BUDGETING; EATING HABITS; EMPLOYMENT; *FOOD; INCOME; *MEXICAN AMERICANS; *NUTRITION; PRESCHOOL CHILDREN; *PURCHASING; *URBAN AREAS

IDENTIFIER: *EAST LOS ANGELES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 6P.; PAPER PRESENTED AT AMERICAN HOME ECONOMICS ASSOCIATION MEETING, DETROIT, MICHIGAN, JUNE 27, 1972

AS PART OF A PILOT STUDY OF THE NUTRITIONAL STATUS OF MEXICAN AMERICAN PRESCHOOL CHILDREN ATTENDING HEAD START IN EAST LOS ANGELES IN THE SPRING OF 1969, QUESTIONS WERE ASKED CONCERNING THEIR FAMILIES' BUYING AND FOOD PRACTICES. THIS PAPER REPORTS ON THE INFORMATION OBTAINED FROM THE 21 QUESTIONNAIRES WHICH WERE RETURNED. ANSWERS TO THE FOLLOWING QUESTIONS ARE DISCUSSED: (1) PARENTS' PLACE OF BIRTH; (2) SIZE OF THE FAMILIES AND AGE OF THE FAMILY MEMBERS; (3) PARENTS' EMPLOYMENT AND INCOME; (4) RANGE OF FOOD COSTS PER PERSON; (5) FAMILIES USING FOOD STAMPS; (6) HOW OFTEN, WHERE, AND BY WHOM THE SHOPPING WAS DONE; (7) WHAT INFLUENCED THEIR FOOD PURCHASES; (8) TYPES AND QUANTITIES OF FOOD BOUGHT; AND (9) THE TYPE OF MILK USED AND WHERE IT WAS BOUGHT. THE PILOT STUDY INDICATED THAT THESE FAMILIES ON A VERY LIMITED BUDGET PROVIDE DIETS FOR THEIR PRESCHOOL CHILDREN WHICH ARE ADEQUATE IN MOST NUTRIENTS. (NQ)

ACCESSION NUMBER: ED067193

PUBLICATION DATE: 27 JUN 72

TITLE: A PILOT SURVEY OF FOOD FREQUENCIES, MEAL FREQUENCIES AND MEAL PATTERNS OF PRESCHOOL CHILDREN IN EAST LOS ANGELES.

PERSONAL AUTHOR: LEWIS, JANE S.; AND OTHERS

DESCRIPTOR: *DIETETICS; EATING HABITS; *MEXICAN AMERICANS; *NUTRITION; *PRESCHOOL CHILDREN; QUESTIONNAIRES; *SCHOOL SURVEYS; TABLES (DATA)

IDENTIFIER: *EAST LOS ANGELES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT AMERICAN HOME ECONOMICS ASSOCIATION MEETING, DETROIT, MICHIGAN, JUNE 27, 1972

THE FOOD FREQUENCY, MEAL FREQUENCY, AND MEAL PATTERNS OF A GROUP OF MEXICAN AMERICAN CHILDREN ATTENDING HEAD START IN EAST LOS ANGELES AND THEIR SIBLINGS WERE STUDIED. FIFTY DIETARY QUESTIONNAIRES IN ENGLISH AND IN SPANISH WITH WRITTEN INSTRUCTIONS WERE DISTRIBUTED TO PARENTS. PARENTS WERE ASKED TO RECORD FOR A 3 DAY PERIOD THE EATING TIME, TYPE AND AMOUNT OF FOOD EATEN, HOW FOOD HAD BEEN PREPARED, AND HOW THE CHILD ACCEPTED THE FOOD, AS WELL AS THE USUAL FREQUENCY THAT HE ATE VARIOUS FOODS. FOR THIS STUDY, 25 OF THE DIET RECORDS AND 23 OF THE QUESTIONNAIRES WERE USEABLE. THE 25 DIET RECORDS WERE EXAMINED USING THE 4 BASIC FOOD GROUPS. THIS PAPER DISCUSSES (1) THE NUMBER OF SERVINGS FOR ALL FOOD GROUPS CONSUMED BY THE CHILDREN, (2) THE NUMBER OF SERVINGS PER DAY OF THE 4 FOOD GROUPS, (3) HOW OFTEN VARIOUS FOODS WERE EATEN DURING THE 3 DAYS, (4) THE MEAN FREQUENCY WHICH MOTHERS REPORTED THEIR CHILDREN GENERALLY ATE VARIOUS FOODS, (5) MOTHERS' ESTIMATES OF SNACKS EATEN BY THEIR CHILDREN, (6) THE TYPES OF SNACKS, (7) HOW OFTEN THE CHILDREN ATE VARIOUS SNACKS, (8) THE NUMBER OF TIMES VARIOUS MEALS CONTAINED THE 4 FOOD GROUPS, (9) THE MEAL PATTERNS BY FOOD GROUPS, AND (10) THE COOKING METHOD MOST FREQUENTLY USED. THE DIET RECORDS AND QUESTIONNAIRES INDICATE THAT THE CHILDRENS' INTAKE OF MILK AND MEAT ARE GENERALLY ADEQUATE BUT THAT THE NUMBER OF SERVINGS OF FRUITS AND VEGETABLES ARE FREQUENTLY INADEQUATE. THE FINDINGS ARE PRESENTED IN 10 TABLES OF DATA. (NQ)

188

ACCESSION NUMBER: ED067194

PUBLICATION DATE: 17 APR 71

TITLE: NEW MEXICO AND CULTURAL PLURALISM.

PERSONAL AUTHOR: LOPEZ, THOMAS R., JR.

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; BIBLIOGRAPHIC CITATIONS; *BILINGUALISM; CULTURAL DIFFERENCES; *CULTURAL PLURALISM; CULTURE LAG; *LANGUAGE; *MEXICAN AMERICANS; *RELIGION; SOCIAL MOBILITY; URBANIZATION

IDENTIFIER: *NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 17P.; PAPER PREPARED FOR THE MIDWEST REGIONAL MEETING, COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY, EAST LANSING, MICHIGAN, APRIL 16-17, 1971

IN THIS PAPER, THE CULTURAL PLURALISM WHICH EXISTS IN NEW MEXICO IS DISCUSSED. MOST CITIZENS OF NEW MEXICO HAVE BEEN PLACED IN 1 OF 3 CATEGORIES: INDIANS, ANGLO-AMERICANS, AND SPANISH AMERICANS. SINCE SPANISH AND ENGLISH ARE THE OFFICIAL LANGUAGES OF NEW MEXICO, MAKING IT THE ONLY OFFICIALLY BILINGUAL STATE, THE SPANISH AMERICAN CULTURE IS DISCUSSED IN GREATER DETAIL THAN THE OTHER CULTURES. CULTURAL PLURALISM IS DISCUSSED IN TERMS OF SUCH FACTORS AS LANGUAGE, HISTORY OF THE PEOPLE, TERMINOLOGY IN CONNECTION WITH THE SPANISH POPULATION, CULTURAL DIFFERENCES WITH REGARD TO THE REST OF THE UNITED STATES, RELIGION, SOCIAL MOBILITY, AND ASSIMILATION. SPANISH AMERICAN CULTURE IS COMPARED TO THE MEXICAN AMERICAN CULTURE KNOWN ELSEWHERE IN THE UNITED STATES. BIBLIOGRAPHICAL NOTES ON SOME GENERAL HISTORICAL WORKS ABOUT MEXICAN AMERICANS OF THE SOUTHWEST OR OF NEW MEXICO ARE APPENDED. (NQ)

ACCESSION NUMBER: ED067203

PUBLICATION DATE: 18 OCT 72

TITLE: CHILDREN WHO ARE SHORT-CHANGED: RURAL BLACKS AND CHICANOS.

PERSONAL AUTHOR: KUVLESKY, WILLIAM P.

DESCRIPTOR: LANGUAGE HANDICAPS; *MEXICAN AMERICANS; *NEGROES; *OCCUPATIONAL ASPIRATION; RURAL URBAN DIFFERENCES; *RURAL YOUTH; *SOCIAL MOBILITY; STATISTICAL ANALYSIS; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 24P.; PAPER PREPARED FOR JOINT MEETINGS OF RURAL EDUCATION ASSOCIATION AND AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, PHILADELPHIA, PENNSYLVANIA, OCTOBER 15-18, 1972

RELEVANT PROBLEMS FACING RURAL BLACKS AND CHICANOS ARE DISCUSSED IN THIS PAPER. IT IS ARGUED THAT THE "AMERICAN DREAM" CREATES UNREALISTICALLY HIGH ASPIRATIONS AND EXPECTATIONS FOR RURAL YOUTH AND THE DISADVANTAGED MINORITIES. IF RURAL YOUTH DO NOT CHOOSE TO MIGRATE TO THE URBAN CENTERS, THEIR ONLY ALTERNATIVE IS TO TAKE WHATEVER EMPLOYMENT IS AVAILABLE IN THEIR LOCAL COMMUNITY, THEREBY LIMITING PATHS FOR BROADER OCCUPATIONAL AND SOCIAL MOBILITY. IF THEY MIGRATE TO THE METROPOLIS, GREATER LIMITATIONS FOR SOCIAL MOBILITY ARE SUFFERED OWING TO SOCIALLY STRUCTURED IMPEDIMENTS IN THEIR BACKGROUND ENVIRONMENTS, THEIR PERCEPTIONS AND SELF-CONCEPTIONS, AND THE NEGATIVE ATTITUDES OTHER MEMBERS OF THE SOCIETY HOLD TOWARD THEM. RURAL VERSUS URBAN YOUTH, RURAL BLACKS AND CHICANOS, RURAL BLACK YOUTH IN THE SOUTH, AND CHICANO YOUTH IN THE SOUTHWEST ARE ADDITIONAL TOPICS OF CONCERN. IT IS SUGGESTED THAT STRONG AND WIDESPREAD SOCIAL SUPPORT FOR A HIGH PRIORITY NATIONAL POLICY COUPLED WITH MASSIVE FUNDING AIMED AT SERVING RURAL YOUTH'S EDUCATIONAL AND EMPLOYMENT NEEDS BE DEVELOPED. ALSO, THE CONCEPTS OF FORMAL EDUCATION AND EDUCATIONAL PROGRAMS, THE USE OF ADVANCED TECHNOLOGY, AND THE USE OF NONSCHOOL MECHANISMS HAVING EDUCATIONAL POTENTIAL NEED TO BE THOROUGHLY REVIEWED. (HBC)

ACCESSION NUMBER: ED067513

PUBLICATION DATE: JUN 72

TITLE: HEARINGS BEFORE THE CIVIL RIGHTS OVERSIGHT SUBCOMMITTEE (SUBCOMMITTEE NO. 4) OF THE COMMITTEE ON THE JUDICIARY HOUSE OF REPRESENTATIVES. NINETY-SECOND CONGRESS: SECOND SESSION ON REPORTS OF THE U. S. COMMISSION ON CIVIL RIGHTS ON THE EDUCATION OF THE SPANISH SPEAKING.

DESCRIPTOR: *CIVIL RIGHTS; *CULTURAL ISOLATION; *ETHNIC STUDIES; *MEXICAN AMERICANS; PROFESSIONAL RECOGNITION; *SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 382P.; SERIAL NO. 35

TESTIMONY PRESENTED AT HEARINGS ON THE EDUCATION OF THE SPANISH SPEAKING IS PRESENTED. SPECIFIC SUBJECTS COVERED INCLUDE ACHIEVEMENT LANGUAGE AND CULTURAL EXCLUSION, ETHNIC ISOLATION, AND REPRESENTATION OF MEXICAN AMERICANS IN THE EDUCATION PROFESSION. (CK)

ACCESSION NUMBER: ED067631

PUBLICATION DATE: 72

TITLE: MODEL PROGRAMS, COMPENSATORY EDUCATION. REMEDIAL READING LABORATORIES, EL PASO, TEXAS.

DESCRIPTOR: *COMPENSATORY EDUCATION; DISADVANTAGED YOUTH; MEXICAN AMERICANS; READING; READING ABILITY; *READING ACHIEVEMENT; *READING PROGRAMS; *REMEDIAL READING; *STUDENT ATTITUDES; URBAN EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 22P.

THE REMEDIAL READING LABORATORIES PROGRAM WAS DESIGNED TO IMPROVE THE READING ACHIEVEMENT OF DISADVANTAGED STUDENTS IN GRADES FOUR THROUGH 12 AND THEREBY ENABLE THEM TO PROFIT FROM REGULAR CLASSROOM INSTRUCTION. THE PROGRAM ALSO AIMED AT IMPROVING THE STUDENTS' SELF-ESTEEM AND SELF-CONFIDENCE. IN 1969-70 CLASSES WERE OFFERED TO OVER 1,000 DISADVANTAGED STUDENTS. SELECTION OF STUDENTS WAS BASED ON OBJECTIVE CRITERIA, DEFINED BY SPECIALLY DERIVED FORMULAS. IN GENERAL, STUDENTS SELECTED WERE OF AVERAGE INTELLIGENCE BUT WERE READING FROM 1 TO 1.5 YEARS BELOW THEIR GRADE LEVEL. THE MAJORITY OF THE TARGET POPULATION SERVED IS MEXICAN-AMERICAN. LANGUAGE DIFFICULTIES OFTEN ASSOCIATED WITH THEIR BACKGROUND COMPLICATED THE STUDENTS' READING PROBLEMS. REMEDIAL LABS LOCATED IN EACH OF THE TARGET AREA SCHOOLS ARE STAFFED BY SPECIAL READING TEACHERS. STUDENTS ARE TAUGHT IN SMALL GROUPS OF ABOUT EIGHT PUPILS FOR 50 TO 60 MINUTES EACH DAY. CLASSROOM PROCEDURES ARE BASED ON THE USE OF INDIVIDUALLY PRESCRIBED INSTRUCTION. RESULTS OF TEACHER EVALUATIONS AND FOLLOW UP STUDIES OF STUDENTS SHOWED AN IMPROVEMENT IN ATTITUDES TOWARD SELF AND SCHOOL, AND AN INCREASED ABILITY TO HANDLE GRADE-LEVEL SUBJECT MATTER. (AUTHOR)

AVAILABILITY: SUPT. OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 (CATALOG NO. HE 5.237:37079, $0.20)

ACCESSION NUMBER: ED067749

PUBLICATION DATE: AUG 72

TITLE: MEXICAN AMERICAN EDUCATION IN TEXAS: A FUNCTION OF WEALTH. MEXICAN AMERICAN EDUCATION STUDY IV.

PERSONAL AUTHOR: KNACK, SALLY S.; AND OTHERS

DESCRIPTOR: ASSESSED VALUATION; CIVIL RIGHTS; COMPENSATORY EDUCATION; DISADVANTAGED YOUTH; *EDUCATIONAL FINANCE; EQUAL EDUCATION; *EQUALIZATION AID; EQUAL PROTECTION; *EXPENDITURE PER STUDENT; MEXICAN AMERICANS; *PROPERTY TAXES; SCHOOL TAXES; STATE AID; TAX RATES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 51P.

IN THIS REPORT, THE AUTHOR INDICATES HOW THE TEXAS SCHOOL FINANCE SYSTEM WORKS TO THE DETRIMENT OF THOSE DISTRICTS IN WHICH MEXICAN AMERICAN STUDENTS ARE CONCENTRATED. DATA FOR THE REPORT WERE TAKEN FROM THE CIVIL RIGHTS COMMISSION'S 1969 SURVEY OF EDUCATION FOR MEXICAN AMERICANS IN THE SOUTHWEST AND THE DEPARTMENT OF HEALTH EDUCATION AND WELFARE'S 1968 SURVEY OF THE ETHNIC COMPOSITION OF SCHOOL STAFF AND ENROLLMENT. ACCORDING TO THE DATA, MEXICAN AMERICAN SCHOOL DISTRICTS IN TEXAS ARE HANDICAPPED BY (1) LOWER PROPERTY VALUATION IN MEXICAN AMERICAN DISTRICTS, WHICH RESULTS IN LESS REVENUES ALTHOUGH HIGHER TAXES ARE LEVIED; (2) OVERBURDENED LOWER-INCOME MEXICAN AMERICANS, EVEN AT AN EQUAL TAX RATE, BECAUSE NO TAX RELIEF IS PROVIDED; AND (3) THE FAILURE OF STATE AID UNDER THE FOUNDATION PROGRAM TO EQUALIZE THE TAX BURDEN AND TO OFFSET DISPARITIES IN LOCALLY RAISED REVENUE. ON THE CONTRARY, ACCORDING TO THE AUTHOR, THE FOUNDATION PROGRAM CONTRIBUTES TO THE INEQUITIES IN LOCAL EFFORTS BY REQUIRING MEXICAN AMERICAN DISTRICTS TO PAY MORE THAN THEIR RIGHTFUL SHARE OF FOUNDATION COSTS. A RELATED DOCUMENT IS EA 004 602. (AUTHOR/JF)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 (STOCK NO. 0500-0079, $.55)

ACCESSION NUMBER: ED067750

PUBLICATION DATE: SEP 72

TITLE: SCHOOL FINANCE REFORM IN TEXAS. A REPORT TO THE U. S. COMMISSION ON CIVIL RIGHTS PREPARED BY THE TEXAS STATE COMMITTEE (AN OFFICIAL ADVISORY COMMITTEE TO THE COMMISSION).

PERSONAL AUTHOR: FLORES, PATRICK F.; AND OTHERS

DESCRIPTOR: *ASSESSED VALUATION; COMPENSATORY EDUCATION; DISADVANTAGED YOUTH; *EDUCATIONAL FINANCE; EQUAL EDUCATION; *EQUALIZATION AID; *EXPENDITURE PER STUDENT; MEXICAN AMERICANS; *PROPERTY TAXES; SCHOOL TAXES; STATE AID; TAX RATES

IDENTIFIER: *TEXAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 17P.

THIS DOCUMENT CONTAINS RECOMMENDATIONS FOR CHANGES IN THE TEXAS SYSTEM OF EDUCATIONAL FINANCE TO IMPROVE EDUCATIONAL OPPORTUNITY FOR MEXICAN AMERICANS AND BLACKS. THE REPORT EXAMINES ALTERNATIVE METHODS OF FINANCE, FOCUSING ON METHODS FOR IMPROVING THE EXISTING PROPERTY TAX SYSTEM. THE AUTHORS RECOMMEND THAT THE STATE (1) SUPERVISE AND CONTROL ASSESSMENT OF PROPERTY; (2) ASSUME THE REVENUE-RAISING FUNCTION FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION; (3) ENACT PERSONAL INCOME AND CORPORATE PROFITS TAXES; (4) RAISE ITS LEVEL OF PER PUPIL EXPENDITURE; AND (5) GRANT AID ON THE BASIS OF A CHILD'S NEED. A RELATED DOCUMENT IS EA 004 601. (JF)

ACCESSION NUMBER: ED067959

PUBLICATION DATE: 72

TITLE: MODEL PROGRAMS: COMPENSATORY EDUCATION. THE JUAN MOREL CAMPOS BILINGUAL CENTER, CHICAGO, ILLINOIS.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUALISM; COMMUNITY INVOLVEMENT; *COMPENSATORY EDUCATION; COSTS; CURRICULUM DESIGN; ECONOMICALLY DISADVANTAGED; EDUCATIONALLY DISADVANTAGED; EDUCATIONAL OBJECTIVES; ENGLISH (SECOND LANGUAGE); *INTERMEDIATE GRADES; LANGUAGE SKILLS; METHODOLOGY; PARENT PARTICIPATION; *PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; SCHOOL PERSONNEL; *SPANISH SPEAKING; STUDENT NEEDS; TEXTBOOKS

IDENTIFIER: *JUAN MOREL CAMPOS BILINGUAL CENTER

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 30P.

THE BILINGUAL PROGRAM DESCRIBED IN THIS BOOKLET OFFERS INTERMEDIATE-GRADE ENGLISH AND SPANISH INSTRUCTION TO SPANISH-SPEAKING CHILDREN FROM AN ECONOMICALLY DISADVANTAGED NEIGHBORHOOD IN ONE OF CHICAGO'S LARGEST SCHOOL DISTRICTS. THE DESCRIPTIVE INFORMATION PRESENTED HERE CONCERNS CONTEXT AND OBJECTIVES, NECESSARY PERSONNEL, EDUCATIONAL METHODOLOGY, PARENT-COMMUNITY INVOLVEMENT, SUBJECT-AREA OBJECTIVES, TEXTBOOKS, COSTS, AND DETAILS ON PROGRAM EVALUATION. (VM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (GPO HE5.237:37083, $.25)

ACCESSION NUMBER: ED068218

PUBLICATION DATE: 72

TITLE: ACCESS TO COLLEGE FOR MEXICAN AMERICANS IN THE SOUTHWEST. REPORT OF ACTION CONFERENCES, JULY 31-AUGUST 4, 1972. SOUTHWESTERN COMMITTEE FOR HIGHER EDUCATION, SURVEY NO. 6.

DESCRIPTOR: ADMISSION (SCHOOL); AGENCY ROLE; *CONFERENCES; EDUCATIONAL DEVELOPMENT; *EDUCATIONAL OBJECTIVES; *EDUCATIONAL OPPORTUNITIES; FINANCIAL SUPPORT; GOVERNMENT ROLE; *HIGHER EDUCATION; *MEXICAN AMERICANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 28P.

THE COLLEGE BOARD SPONSORED A SERIES OF 5 CONFERENCES IN 5 SOUTHWESTERN CITIES FOR EDUCATORS IN ARIZONA, CALIFORNIA, COLORADO, NEW MEXICO, AND TEXAS FROM 31 JULY THROUGH 4 AUGUST, 1972. THE CONFERENCES WERE HELD IN PHOENIX, SAN DIEGO, DENVER, ALBUQUERQUE, AND AUSTIN. THE PURPOSE OF THE CONFERENCES WAS TO EXPLORE WAYS TO BRING ABOUT IMPROVEMENTS IN ACCESS TO HIGHER EDUCATION FOR MEXICAN AMERICANS. AS A RESULT OF THESE CONFERENCES THERE WERE 147 RECOMMENDATIONS, FROM WHICH 30 WERE SELECTED AS BEING RELEVANT TO THE ENTIRE REGION. THE 30 RECOMMENDATIONS OF MORE THAN 200 EDUCATIONAL LEADERS THROUGHOUT THE SOUTHWEST ARE INCLUDED IN THIS REPORT. THESE RECOMMENDATIONS HAVE BEEN GROUPED INTO 4 CATEGORIES: (1) RECOMMENDATIONS TO CONFEREES, (2) RECOMMENDATIONS TO INSTITUTIONS, (3) RECOMMENDATIONS TO GOVERNMENTAL AGENCIES, AND (4) RECOMMENDATIONS TO PRIVATE AGENCIES. THE INDIVIDUAL STATE RECOMMENDATIONS ARE ALSO INCLUDED. (NQ)

ACCESSION NUMBER: ED068219

PUBLICATION DATE: JUN 72

TITLE: RESPONSIVE ENVIRONMENT PROGRAM FOR SPANISH AMERICAN CHILDREN. EVALUATION REPORT, 1971-72.

PERSONAL AUTHOR: AINSWORTH, LEN; ALFORD, GAY

DESCRIPTOR: AFFECTIVE BEHAVIOR; ANALYSIS OF COVARIANCE; BILINGUAL STUDENTS; *COGNITIVE DEVELOPMENT; COMMUNITY INVOLVEMENT; *EARLY CHILDHOOD EDUCATION; *HANDICAPPED STUDENTS; LANGUAGE DEVELOPMENT; PARENT PARTICIPATION; PROGRAM EVALUATION; *SELF CONCEPT; *SPANISH SPEAKING; STATISTICAL DATA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 89P.

THE RESPONSIVE ENVIRONMENT PROGRAM FOR SPANISH AMERICAN CHILDREN (REPSAC) IS AN EDUCATIONAL INTERVENTION FOR 30 "HIGH RISK" BILINGUAL CHILDREN OF AGES 3, 4, AND 5 IN CLOVIS, NEW MEXICO, AND A SIMILAR GROUP OF CHILDREN FROM PORTALES. SUBJECTS WERE SELECTED ON THE BASIS OF VARIOUS LANGUAGE HANDICAPS, PERCEPTUAL AND MOTOR PROBLEMS, AND EDUCATIONAL DEPRIVATION. THE PROGRAM'S OBJECTIVES WERE TO PROVIDE SUCCESSFUL EXPERIENCES FOR SPANISH AMERICAN CHILDREN IN THE AREAS OF LANGUAGE LEARNING IN BOTH ENGLISH AND SPANISH AND IN IMPROVING COGNITIVE AND AFFECTIVE DEVELOPMENT. THE EVALUATION DESIGN USED TO ASSESS THE EFFECTIVENESS OF REPSAC WAS A 2-GROUP (EXPERIMENTAL AND CONTROL GROUP) PRE- AND POST-TEST COVARIANCE DESIGN. THE CONTROL GROUP WAS USED TO COMPARE CHANGES MADE IN THE EXPERIMENTAL GROUP. AMONG SOME OF THE MEASURES EMPLOYED WERE DEVELOPMENTAL PROFILES, THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, PARENT INTERVIEWS, THE TEMPLIN-DARLEY ARTICULATION TEST, AND THE TENNESSEE SELF-CONCEPT SCALE. THE PROJECT EVALUATION WAS PROVIDED BY AN INDEPENDENT TEAM CONSISTING OF BILINGUALS; A CLINICAL PSYCHOLOGIST; A SPEECH THERAPIST; AND EARLY CHILDHOOD, TEACHER EDUCATION, AND EDUCATIONAL RESEARCH SPECIALISTS. BASIC DATA, SUCH AS FAMILY HISTORY AND ATTENDANCE, WERE RECORDED BY THE PROJECT STAFF. THE FINDINGS OF THE EVALUATION REPORT INDICATE THAT THE REPSAC PROJECT HAS MADE POSITIVE AND SIGNIFICANT IMPACT UPON THE MAJOR PROJECT OBJECTIVES FOR A GROUP OF HIGH-RISK CHILDREN. CONTINUED OBSERVATIONS NOTE INCREASES IN THE SUBJECT'S SELF-CONCEPT. PARENTS REFLECT POSITIVE ATTITUDES. (NQ)

ACCESSION NUMBER: ED068221

PUBLICATION DATE: NOV 72

TITLE: READING ACHIEVEMENT OF LOWER SOCIOECONOMIC LEVEL MEXICAN AMERICAN STUDENTS.

PERSONAL AUTHOR: EASTERLING, ROSS E.; STEVENS, FRANCIS A.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; BILINGUAL STUDENTS; GRADE 3; LITERATURE REVIEWS; *MEXICAN AMERICANS; MULTIPLE REGRESSION ANALYSIS; PREDICTION; *PREDICTOR VARIABLES; *READING ACHIEVEMENT; *SOCIOECONOMIC STATUS; *TESTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

THE PURPOSE OF THE STUDY WAS TO DETERMINE IF MEASURES OF FIRST GRADE READINESS, SCHOLASTIC APTITUDE, AND READING ACHIEVEMENT WERE SIGNIFICANT PREDICTORS OF READING ACHIEVEMENT AT THE END OF THIRD GRADE FOR MEXICAN AMERICAN STUDENTS FROM 2 LOWER SOCIOECONOMIC LEVELS. STUDENTS (47 BOYS AND 47 GIRLS) WHO HAD COMPLETED THEIR THIRD YEAR IN THE SUSTAINED PRIMARY PROGRAM FOR BILINGUAL STUDENTS IN LAS CRUCES, NEW MEXICO, WERE PLACED IN 9 SUBGROUPS. THE PREDICTOR VARIABLES WERE THE 13 TESTS FROM WHICH THE PREDICTION OF THIRD GRADE READING ACHIEVEMENT WAS MADE. THE DATA WERE ANALYZED BY 2 PROCEDURES: (1) A MULTIPLE REGRESSION ANALYSIS TO DETERMINE THE RELATIONSHIP BETWEEN A COMBINATION OF THE 13 TESTS UTILIZED FOR PREDICTION AND THIRD GRADE READING ACHIEVEMENT AND (2) A STEPWISE MULTIPLE REGRESSION ANALYSIS WHICH IDENTIFIED THE INDIVIDUAL CONTRIBUTION OF EACH OF THE 13 TESTS TO THE PREDICTION OF THIRD GRADE READING ACHIEVEMENT. FINDINGS INDICATED THAT A SIGNIFICANT MULTIPLE CORRELATION EXISTED BETWEEN THE 13 FIRST GRADE TESTS USED AND THIRD GRADE READING ACHIEVEMENT AT THE .05 LEVEL OF CONFIDENCE FOR (1) TOTAL SAMPLE OF BOYS, (2) TOTAL SAMPLE OF SOCIAL CLASS IV, AND (3) TOTAL SAMPLE OF SOCIAL CLASS IV GIRLS. THE REPORT REVIEWED LITERATURE DEALING WITH THE EFFECTS OF SOCIAL CLASS AND/OR MINORITY GROUP MEMBERSHIP UPON TEST PERFORMANCE AND THE EFFECT OF SEX DIFFERENCES ON SCHOOL ACHIEVEMENT TEST SCORES. (NQ)

198

ACCESSION NUMBER: ED068222

PUBLICATION DATE: DEC 71

TITLE: SAN FRANCISCO BILINGUAL-BICULTURAL EDUCATION PROJECT FOR SPANISH/ENGLISH SPEAKING CHILDREN. FINAL EVALUATION REPORT: 1970-71.

PERSONAL AUTHOR: DILLON, PAUL L., JR., COMP.

DESCRIPTOR: *BICULTURALISM; *BILINGUAL STUDENTS; COMMUNITY INVOLVEMENT; CULTURAL BACKGROUND; CURRICULUM DEVELOPMENT; *ENGLISH; ETHNIC GROUPS; LANGUAGE ARTS; MATHEMATICS; *MEXICAN AMERICANS; SCIENCES; SOCIAL SCIENCES; *SPANISH SPEAKING; STAFF IMPROVEMENT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 114P.

SERVICES OFFERED THROUGH THIS PROJECT WERE CONCENTRATED ON THE MISSION DISTRICT OF SAN FRANCISCO, CALIFORNIA, WHERE THE HIGHEST PERCENTAGE OF MONOLINGUAL AND BILINGUAL SPANISH-SPEAKING POPULATION IS CONCENTRATED. THE STUDENT LINGUISTIC TARGET FOR PROJECT CLASSES WAS HALF-AND-HALF MONOLINGUAL SPANISH SPEAKERS AND MONOLINGUAL ENGLISH SPEAKERS. ANALYSIS OF THE DATA WAS CARRIED OUT AT EACH GRADE LEVEL ON THE TOTAL DOMINANT LANGUAGE INTER-AMERICAN TEST OF GENERAL ABILITIES PRE-POST DIFFERENCE SCORES. ENGLISH AND SPANISH MATERIALS WERE USED FOR INSTRUCTION IN LANGUAGE ARTS, CULTURE AND HERITAGE, SCIENCE, MATHEMATICS, AND SOCIAL SCIENCE. THE STAFF WAS OFFERED PRESERVICE AND INSERVICE TRAINING. SUCCESSFUL ATTEMPTS WERE MADE TO INVOLVE PARENTS AND THE COMMUNITY IN THE PROJECT. THE MAJOR RECOMMENDATION FOR IMPROVEMENT OF THE PROJECT WAS TO PROVIDE FOR FORMAL PARENT INVOLVEMENT IN THE PROJECT. (PS)

ACCESSION NUMBER: ED068223

PUBLICATION DATE: 27 APR 72

TITLE: A PRELIMINARY ANALYSIS OF ECONOMIC UNDERSTANDING AMONG TWO ETHNIC GROUPS IN THE SOUTHWEST. CENTER FOR BUSINESS SERVICES OCCASIONAL PAPER NO. 209.

PERSONAL AUTHOR: GOHO, TOM; AND OTHERS

DESCRIPTOR: *ECONOMIC EDUCATION; EDUCATIONAL QUALITY; *ETHNIC STUDIES; LEARNING DIFFICULTIES; LITERACY; *MEXICAN AMERICANS; PRETESTING; *SOCIOCULTURAL PATTERNS; STATISTICAL ANALYSIS

IDENTIFIER: *SOUTHWEST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 23P.; PAPER PRESENTED AT SOUTHWESTERN AND ROCKY MOUNTAIN DIVISION, AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE, FT. COLLINS, COLO., APRIL 27, 1972

A PRELIMINARY STUDY WAS CONDUCTED AT WHICH THE "TEST FOR ECONOMIC UNDERSTANDING" WAS GIVEN TO 98 ANGLO AND 35 MEXICAN AMERICAN FRESHMEN AND SOPHOMORE STUDENTS AT NEW MEXICO STATE UNIVERSITY AT THE BEGINNING AND END OF THE 1971 FALL SEMESTER. THE FOLLOWING QUESTIONS GUIDED THE INVESTIGATION: (1) IS THERE A SIGNIFICANT DIFFERENCE BETWEEN MEXICAN AMERICAN STUDENTS AND ANGLO STUDENTS IN TERMS OF THEIR UNDERSTANDING OF BASIC ECONOMICS AT THE ONSET OF A PRINCIPLES COURSE IN ECONOMICS? (2) IS THERE A SIGNIFICANT DIFFERENCE BETWEEN MEXICAN AMERICAN STUDENTS AND ANGLO STUDENTS IN TERMS OF THEIR UNDERSTANDING OF BASIC ECONOMICS AT THE END OF THE SAME COURSE? (3) IS THERE A SIGNIFICANT DIFFERENCE IN THE RELATIVE GAIN IN ECONOMIC UNDERSTANDING BETWEEN THE TWO GROUPS? THE FINDINGS INDICATED THAT THE SIGNIFICANT DIFFERENCE IN ECONOMIC LITERACY WHICH EXISTED BETWEEN ANGLO AND MEXICAN AMERICAN STUDENTS AT THE BEGINNING OF AN INTRODUCTORY COURSE IN ECONOMICS APPEARED TO BE ELIMINATED UPON COMPLETION OF THE COURSE. IN THE EXPANDED STUDY CURRENTLY UNDER INVESTIGATION, THE SAMPLE SIZE HAS BEEN INCREASED FROM 133 TO 216 ANGLO AND MEXICAN AMERICAN STUDENTS. THE PRIMARY INTEREST OF THE CURRENT INVESTIGATION IS TO DETERMINE WHAT, IF ANY, FACTORS OTHER THAN ETHNICITY, ARE RELATED TO CHANGES IN ECONOMIC UNDERSTANDING. THE ANALYTICAL TOOL TO BE UTILIZED IN TREATING THE DATA INVOLVES COMPUTING IN SEQUENCE MULTIPLE LINEAR REGRESSIONS EQUATIONS. (HBC)

ACCESSION NUMBER: ED068224

PUBLICATION DATE: 72

TITLE: FROM INDIAN VILLAGE TO CHICANO SUBURB: PROBLEMS OF IDENTITY AND SUBURBANIZATION.

PERSONAL AUTHOR: HALTOM, JOHN F.; SI[illegible]STON, JAMES F.

DESCRIPTOR: *ACCULTURATION; COMMUNITY; HISTORY; LAND SETTLEMENT; *MEXICAN AMERICANS; *NONRESERVATION AMERICAN INDIANS; *SOCIAL CHANGE; *SUBURBS

IDENTIFIER: NEW MEXICO; *TORTUGAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 29P.

A CASE STUDY OF SOCIAL CHANGE, THIS PAPER DESCRIBES THE COMMUNITY O[illegible]TORTUGAS, AN AMERICAN INDIAN-MEXICAN VILLAGE AT THE SOUTHERN EDGE OF LAS CRUCES, NEW MEXICO. THE INDIAN INHABITANTS OF THE COMMUNITY HAVE BEEN ASSIMILATED INTO THE RURAL MEXICAN AMERICAN SUBCULTURE, WHICH HAS BECOME INCREASINGLY SUBURBAN THROUGH A PROCESS LITTLE EXPLORED IN THE LITERATURE ON SUBURBANIZATION. THE STUDY ATTEMPTS TO DOCUMENT THE SUBURBANIZATION OF ONE COMMUNITY, TO DESCRIBE THE PROBLEMS SUBURBANIZATION CREATED, AND, HOPEFULLY, TO CONTRIBUTE TOWARD THE DEVELOPMENT OF AN ADEQUATE TYPOLOGY OF SUBURBANIZATION. DATA IS BASED ON A COMBINATION OF HISTORICAL SOURCES AND 2 SURVEYS: IN THE APRIL 1972 SURVEY, 145 INTERVIEWS WERE COMPLETED; THE SECOND SURVEY, COMPLETED IN OCTOBER 1972, WAS COMPOSED OF 21 INTERVIEWS WITH ELECTED OFFICIALS AND INFLUENTIALS OF LAS CRUCES AND OFFICERS OF A UNIQUE CORPORATION--LOS INDIGENES. THE CONCLUSION INDICATES THAT THE TORTUGAS COMMUNITY AND OTHER COMMUNITIES FACING ABSORPTION INTO AN URBAN COMPLEX DO NOT WISH TO RELINQUISH EITHER THEIR GOVERNMENTAL AUTONOMY OR THEIR LIFE STYLE. HOWEVER, TORTUGAS APPEARS TO BE DRAWN INTO THE LAS CRUCES URBAN AREA BY FORCES THAT APPEAR IRREVERSIBLE. THE PEOPLE OF TORTUGAS APPEAR POWERLESS TO RESIST WHATEVER FATE LEADERS OF THE ADJACENT CITY MAY PLAN FOR THEM, BE IT ANNEXATION OR RE-CREATION OF AN INDIAN PUEBLO THAT NEVER EXISTED. (FF)

ACCESSION NUMBER: ED068236

PUBLICATION DATE: OCT 72

TITLE: SITUATIONS AND LANGUAGE: A SOCIOLINGUISTIC INVESTIGATION. FINAL REPORT.

PERSONAL AUTHOR: DONOFRIO, ROSALIE MAGGIO

DESCRIPTOR: ARTICULATION (SPEECH); DAY CARE SERVICES; DIALECT STUDIES; DISADVANTAGED YOUTH; *ECONOMIC STATUS; *LINGUISTIC COMPETENCE; *MEXICAN AMERICANS; *PRESCHOOL CHILDREN; REPORTS; SITUATIONAL TESTS; *SOCIOLINGUISTICS; STATISTICAL ANALYSIS; VERBAL ABILITY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 97P.

THE PURPOSE OF THIS RESEARCH WAS TO BEGIN TO REFUTE THE DEFICIT APPROACH TO THE VERBAL ABILITIES OF POOR CHILDREN. THE CONTENTION WAS THAT DATA COLLECTED ON POOR CHILDREN'S VERBAL ABILITIES HAD BEEN DONE IN INCORRECT SOCIAL SITUATIONS. PRIOR RESEARCH HAD INDICATED THAT LANGUAGE DEVELOPMENT IS INNATE AND THAT DISADVANTAGED CHILDREN WILL BE NONVERBAL AND/OR NONSENSICAL IN SITUATIONS THEY SEE AS THREATENING, WHILE IN NONTHREATENING SITUATIONS THEY WILL DISPLAY AN ADEQUATE VERBAL ABILITY. THE OBJECT OF THIS RESEARCH WAS TO VARY SOCIOLINGUISTIC VARIABLES AND TO CREATE SYMMETRICAL AND ASYMMETRICAL SITUATIONS IN ORDER TO TEST THE PROPOSITIONS THAT SUCH VARIATIONS WILL (1) ELICIT BETTER SPEECH SAMPLES FROM POOR CHILDREN AND (2) DEPRESS THE QUALITY AND QUANTITY OF SPEECH FROM MIDDLE CLASS CHILDREN. ONLY SOCIOECONOMIC COMPARISONS WERE MADE, THOUGH ALL THE CHILDREN WERE OF MEXICAN AMERICAN DESCENT, AS ADJUDGED BY SPANISH SURNAME. THE SAMPLE OF 40 PRESCHOOL CHILDREN, AGED 4 AND 5, WAS EVENLY DIVIDED BETWEEN MIDDLE CLASS AND POOR CHILDREN ACCORDING TO WHICH OF 3 DAY CARE CENTERS THEY ATTENDED--1 FREE, AND LOCATED IN THE CORE AREA; THE OTHERS HAVING SUBSTANTIAL TUITIONAL COSTS. IT WAS CONCLUDED THAT, WHEN POOR CHILDREN ARE MADE COMFORTABLE VIA A SYMMETRICAL SITUATION, THEY SPEAK WITH GREATER VOLUBILITY AND GRAMMATICAL MATURITY, BUT THAT MIDDLE CLASS CHILDREN FUNCTION WELL IN ALL SOCIAL SITUATIONS. IT IS SUGGESTED THAT A MORE ACCURATE DEFINITION OF SOCIOECONOMIC STATUS BE INVESTIGATED. (HBC)

ACCESSION NUMBER: ED068240

PUBLICATION DATE: AUG 71

TITLE: PREDICTING THIRD GRADE READING ACHIEVEMENT FOR MEXICAN-AMERICAN STUDENTS FROM LOWER SOCIOECONOMIC LEVELS.

PERSONAL AUTHOR: STEVENS, FRANCES ANN BENNETT

DESCRIPTOR: *DISADVANTAGED YOUTH; DOCTORAL THESES; *GRADE 3; *MEXICAN AMERICANS; *READING ACHIEVEMENT; READING TESTS; *SOCIOECONOMIC STATUS; STATISTICAL ANALYSIS; TABLES (DATA)

IDENTIFIER: *LAS CRUCES; NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 172P.; DOCTOR'S DISSERTATION SUBMITTED TO NEW MEXICO STATE UNIVERSITY, LAS CRUCES

THE PURPOSE OF THIS STUDY WAS TO DETERMINE IF MEASURES OF FIRST GRADE READINESS, SCHOLASTIC APTITUDE, AND READING ACHIEVEMENT WERE SIGNIFICANT PREDICTORS OF THIRD GRADE READING ACHIEVEMENT FOR MEXICAN-AMERICAN STUDENTS FROM TWO LOWER SOCIOECONOMIC LEVELS. THE SAMPLE INCLUDED 94 THIRD GRADE STUDENTS FOR WHOM THE FOLLOWING MEASUREMENTS HAD BEEN OBTAINED: (1) METROPOLITAN READINESS TEST (MRT) ADMINISTERED AT BEGINNING OF FIRST GRADE; (2) METROPOLITAN ACHIEVEMENT TEST PRIMARY BATTERY (MAT) ADMINISTERED AT COMPLETION OF FIRST GRADE; (3) CALIFORNIA TEST OF MENTAL MATURITY (CTMM) ADMINISTERED AT COMPLETION OF FIRST GRADE; (4) METROPOLITAN ACHIEVEMENT TEST ELEMENTARY BATTERY ADMINISTERED AT COMPLETION OF THIRD GRADE; AND (5) SOCIOECONOMIC CLASSIFICATION OBTAINED FROM THE "TWO FACTOR INDEX OF SOCIAL POSITION." THE CONCLUSIONS DERIVED FROM THE STUDY WERE THAT (1) CTMM NON LANGUAGE, CTMM TOTAL DATA, AND MRT NUMBERS COULD BE CONSIDERED AS MEANINGFUL PREDICTORS OF THE END OF THIRD GRADE READING ACHIEVEMENT FOR MEXICAN-AMERICAN BOYS FROM LOWER SOCIOECONOMIC LEVELS; (2) CTMM AND MRT TOTAL DATA COULD BE CONSIDERED AS MEANINGFUL PREDICTORS OF THE END OF THIRD GRADE READING ACHIEVEMENT FOR MEXICAN AMERICAN STUDENTS FROM SOCIAL CLASS IV; AND (3) CTMM TOTAL DATA, CTMM NON LANGUAGE, CTMM LANGUAGE, MAT WORD DISCRIMINATION, MAT WORD KNOWLEDGE, MRT TOTAL DATA, MRT SENTENCES, MRT COPYING, AND MAT READING COULD BE CONSIDERED AS MEANINGFUL PREDICTORS OF THE END OF THIRD GRADE READING ACHIEVEMENT FOR MEXICAN-AMERICAN GIRLS FROM SOCIAL CLASS IV. (HBC)

ACCESSION NUMBER: ED068243

PUBLICATION DATE: 72

TITLE: REGION ONE BILINGUAL EDUCATION PROJECT. 1971-1972 FINAL EVALUATION REPORT.

DESCRIPTOR: *BILINGUAL EDUCATION; ENGLISH (SECOND LANGUAGE); *KINDERGARTEN; *MEXICAN AMERICANS; *PRIMARY GRADES; PROGRAM EVALUATION; *READING PROGRAMS; RESEARCH PROJECTS; SOCIALIZATION; SPANISH SPEAKING; STATISTICAL ANALYSIS; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 102P.

A 4-YEAR PROGRAM FOR MEXICAN AMERICAN CHILDREN WHO HAVE LITTLE OR NO KNOWLEDGE OF ENGLISH HAS BEEN ESTABLISHED BY THE REGION ONE EDUCATION SERVICE CENTER IN TEXAS. DESIGNED TO ENROLL STUDENTS AT THE KINDERGARTEN LEVEL AND CARRY THEM THROUGH 3RD GRADE, THE PROGRAM'S COMPONENTS WERE SPANISH READING, ENGLISH AS A SECOND LANGUAGE (ESL), TRANSITIONAL ENGLISH READING, AND SOCIAL EDUCATION. THE FIELD TESTING OF THESE PROGRAMS COMPRISED THE OBJECTIVES FOR 1971-72. OF THE 124 OBJECTIVES LISTED, ONLY THE PRODUCT OBJECTIVES WHICH PERTAINED DIRECTLY TO STUDENT ACHIEVEMENT WERE EVALUATED IN THIS REPORT. RESULTS OF THE SPANISH READING AND SOCIAL EDUCATION END-OF-PROGRAM TESTS INDICATED THAT 80% OF THE STUDENTS ATTAINED THE DESIRED OBJECTIVE, A SCORE OF 80% ON THE TESTS. LEVEL I AND LEVEL II ESL PROGRAM RESULTS INDICATED THAT IF THE STUDENTS IN THE EXPERIMENTAL GROUP AND CONTROL GROUP HAD ALL HAD COMPARABLE PRE-TEST SCORES, THE POST-TEST SCORES OF THE EXPERIMENTAL GROUP WOULD HAVE BEEN SIGNIFICANTLY HIGHER THAN THOSE OF THE CONTROL GROUP. THE ANALYSIS OF THE FINAL ACHIEVEMENT TEST INDICATED THAT THE RESULTS WERE WITHIN ACCEPTABLE LIMITS OF THE OBJECTIVE FOR THE TRANSITIONAL ENGLISH READING PROGRAM. APPENDIXES INCLUDE THE BILINGUAL PROJECT STAFF, MATERIALS AND EQUIPMENT FOR PROJECT COMPONENTS, AND STATUS OF OBJECTIVES FOR 1971-72. A RELATED DOCUMENT IS ED 051 955. (SEVERAL PAGES MAY BE LIGHT.) (HBC)

ACCESSION NUMBER: ED068256

PUBLICATION DATE: 21 NOV 72

TITLE: RATIONALE FOR BILINGUAL EDUCATION IN SOUTH TEXAS.

PERSONAL AUTHOR: LINTON, THOMAS H.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *BILINGUAL EDUCATION; *EDUCATIONAL RETARDATION; LEGISLATION; *RELEVANCE (EDUCATION); *SPANISH SPEAKING; STUDENT ATTITUDES

IDENTIFIER: *SOUTH TEXAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 8P.

THE POTENTIAL ADVANTAGES OF BILINGUAL EDUCATIONAL PROGRAMS FOR SPANISH-SPEAKING STUDENTS IN SOUTH TEXAS ARE DISCUSSED IN THIS PAPER, WHICH GIVES DATA ON THE ACADEMIC ACHIEVEMENT AMONG SPANISH-SURNAMED CHILDREN IN TEXAS. THE PAPER COVERS BOTH THE TRADITIONAL SOLUTIONS TO THE ACADEMIC DIFFICULTIES OF THESE STUDENTS AND BILINGUAL EDUCATION AS AN ALTERNATIVE APPROACH. ALSO, THE RATIONALE FOR BILINGUAL EDUCATION IS GIVEN WITH REGARD TO ITS EFFECT ON EDUCATIONAL RETARDATION AND THE CHILD'S ATTITUDES, THE HOME, AND THE ECONOMIC BENEFITS. THE NATIONAL AND STATE POLICIES ON BILINGUAL EDUCATION AND PRELIMINARY DATA ON THE REGION ONE BILINGUAL PROJECT ARE INCLUDED.

ACCESSION NUMBER: ED068261

PUBLICATION DATE: 72

TITLE: PROJECT STAY.

PERSONAL AUTHOR: SMITH, BERT KRUGER

DESCRIPTOR: AGENCY ROLE; *DISADVANTAGED YOUTH; ECONOMIC DISADVANTAGEMENT; *EDUCATIONAL OPPORTUNITIES; FINANCIAL SUPPORT; *HIGHER EDUCATION; INFORMATION SERVICES; LOW INCOME GROUPS; *MEXICAN AMERICANS; MINORITY GROUPS; *RESOURCE CENTERS

IDENTIFIER: *PROJECT STAY

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 28P.

PROJECT STAY (SCHOLARSHIPS TO ABLE YOUTH), LOCATED IN THE BARRIO OF SAN ANTONIO, TEXAS, HELPS YOUNG PEOPLE STAY IN SCHOOL BEYOND THE SECONDARY GRADES. THE PROJECT PROVIDES OUTREACH SERVICES TO MEET THE NEEDS OF THE STUDENTS. ITS PRIMARY SERVICE IS TO ACT AS AN ADVOCATE FOR THESE YOUNG PEOPLE. THE PROJECT RECRUITS ALL TYPES OF YOUTH FROM FAMILIES IN POVERTY AREAS WHO SUFFER ECONOMIC DEPRIVATION, WHETHER THEY HAVE EXCELLENT GRADES OR ARE LOW ACHIEVERS. PROJECT STAY PERSUADES INSTITUTIONS TO REEVALUATE THEIR SERVICES FOR LOW-INCOME AND MINORITY STUDENTS. AMONG SOME OF THE PROJECT'S OUTREACH SERVICES ARE (1) INSTIGATING NEW WAYS OF LOOKING AT COLLEGE ENTRANCE EXAMINATIONS; (2) SEEKING POSSIBILITIES FOR SCHOLARSHIPS AND GRANTS; (3) ENCOURAGING COLLEGES TO UTILIZE FINANCIAL AID PROGRAMS AVAILABLE THROUGH THE FEDERAL AND STATE GOVERNMENTS AND TO REEVALUATE THEIR ADMISSIONS POLICIES IN RELATION TO THESE STUDENTS; (4) ENCOURAGING THE COLLEGE ENTRANCE EXAMINATION BOARD TO ESTABLISH TEST CENTERS CLOSE TO THE NEIGHBORHOODS; (5) HELPING TO DEVELOP ADDITIONAL SOURCES OF AID FOR STUDENTS THROUGH ORGANIZATIONS, INDIVIDUALS, AND FOUNDATIONS; (6) WORKING WITH PRIVATE COLLEGES TO ALLOW FOR APPLICATION FEE WAIVERS, (7) ENCOURAGING DOCTORS TO PROVIDE EXAMINATIONS FOR COLLEGE HEALTH CARE, AND (8) PROVIDING EXTENSIVE INFORMATION ON EDUCATION OPPORTUNITIES. PROJECT STAY INVOLVES THE PARENTS IN THE PROCESS OF AIDING IN THEIR CHILDREN'S EDUCATION. STAFF MEMBERS, WHO ARE ALL BILINGUAL, SERVE AS PERSONAL MODELS FOR THE YOUNG PEOPLE. (NQ)

AVAILABILITY: PUBLICATIONS DIVISION, THE HOGG FOUNDATION FOR MENTAL HEALTH, P.O. BOX 7998, UNIVERSITY STATION, THE UNIVERSITY OF TEXAS, AUSTIN, TEXAS 78712 (SINGLE COPIES FREE; MORE THAN 5 COPIES, $0.30 EACH)

ACCESSION NUMBER: ED068268

PUBLICATION DATE: 71

TITLE: CHICANISMO.

DESCRIPTOR: *BIBLIOGRAPHIES; *BOOKS; *FILMS; *MEXICAN AMERICANS; PERIODICALS; *RESOURCE MATERIALS

IDENTIFIER: *CALIFORNIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.

THE COMMITTEE TO RECRUIT MEXICAN AMERICAN LIBRARIANS COMPILED THIS BIBLIOGRAPHY CONTAINING 91 ADULT AND CHILDREN'S BOOKS, PERIODICALS, AND FILMS. A LIST OF 14 SOURCES FOR SPANISH LANGUAGE MATERIALS IN CALIFORNIA IS INCLUDED. THE MATERIALS ARE IN ENGLISH AND ARE ABOUT THE CHICANO, EXCLUDING MEXICO AND THE MEXICAN. THESE MATERIALS WERE SELECTED BY THE COMMITTEE IN ORDER TO FILL THE NEED FOR A REPRESENTATIVE COLLECTION IN LIBRARIES EVERYWHERE. (NQ)

ACCESSION NUMBER: ED068470

PUBLICATION DATE: JUN 72

TITLE: INFLUENCE OF RACE, SEX, AND CITY ON INDUCTIVE REASONING ITEMS. PROJECT ACCESS RESEARCH REPORT NO. 4.

PERSONAL AUTHOR: GITLITZ, ALFRED H.; KAUFMAN, NADEEN L.

DESCRIPTOR: APTITUDE TESTS; CAUCASIANS; *COGNITIVE ABILITY; COMPARATIVE ANALYSIS; *ETHNIC GROUPS; *GROUP INTELLIGENCE TESTS; *INDUCTIVE METHODS; JUNIOR HIGH SCHOOL STUDENTS; MEXICAN AMERICANS; MINORITY GROUPS; NEGROES; RESEARCH REVIEWS (PUBLICATIONS); SEX DIFFERENCES; *SOCIOECONOMIC INFLUENCES; TESTS

IDENTIFIER: *PROJECT ACCESS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 24P.

RESULTS OF A SUBTEST OF THE PROJECT ACCESS BATTERY, COMPARING THE INFLUENCE OF RACE, SEX AND CITY ON INDUCTIVE REASONING ITEMS, ARE PRESENTED. THE PARTICIPATING JUNIOR HIGH STUDENTS REPRESENTED THREE RACIAL GROUPS, BLACK, WHITE, AND MEXICAN AMERICANS, FROM THREE CITIES, LOS ANGELES, MEMPHIS, AND WASHINGTON, D. C. THE TEST, ENTITLED LETTER GROUPS, CONTAINED 25 VOWEL/CONSONANT ITEMS INSTRUCTING THE STUDENT TO FIND THE RULE WHICH RELATED FOUR OF A SET OF FIVE TO EACH OTHER. THE CORRECT ANSWER WAS A SINGLE UNRELATED SET. RESULTS INDICATED THAT THE MAJORITY GROUP (WHITES) FARED BETTER THAN DID THE MINORITY GROUPS (MEXICAN AMERICANS OR BLACKS); COMPARISONS BY CITY, WHETHER BETWEEN RACE OR WITHIN RACE, INDICATED THE BEST PERFORMING GROUP WAS THE MEMPHIS WHITES, AND THE SECOND BEST THE D. C. BLACKS; AND COMPARISONS BY SEX INDICATED CLOSE PERFORMANCE PATTERNS BETWEEN MALES AND FEMALES, BUT WHEREVER SIGNIFICANT DIFFERENCES DID OCCUR, IT WAS THE FEMALE WHO WAS FAVORED. (AUTHOR/LS)

ACCESSION NUMBER: ED068494

PUBLICATION DATE: MAR 72

TITLE: SUBTEST ESTIMATES OF THE WISC FULL SCALE IQ'S FOR CHILDREN.

PERSONAL AUTHOR: MERCER, JANE R.; SMITH, JOYCE M.

DESCRIPTOR: AGE; CAUCASIAN STUDENTS; CHILDREN; ELEMENTARY GRADES; ETHNIC STUDIES; *FACTOR ANALYSIS; *INTELLIGENCE TESTS; MEXICAN AMERICANS; NEGROES; *PERFORMANCE TESTS; PREDICTIVE ABILITY (TESTING); RACIAL COMPOSITION; RACIAL DISTRIBUTION; SOCIOECONOMIC STATUS; TESTING; *TEST RELIABILITY; TEST VALIDITY; *VERBAL TESTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 55P.; VITAL AND HEALTH STATISTICS-SERIES 2-NO. 47

AN INTENSIVE ANALYSIS OF THE RELATIVE VALUE OF USING THE VOCABULARY AND BLOCK DESIGN SUBTESTS OF THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC) TO PREDICT FULL SCALE IQ BASED ON SIX VERBAL AND FIVE PERFORMANCE WISC SUBTESTS WAS CONDUCTED. THE TESTS WERE ADMINISTERED TO 1,310 6 TO 11 YEAR OLD ANGLO, NEGRO, AND MEXICAN-AMERICAN SCHOOL CHILDREN. SEPARATE ANALYSES WERE PERFORMED BY SEX, AGE, AND SOCIOECONOMIC LEVEL FOR EACH OF THE ETHNIC GROUPS. THE FINDINGS SUPPORT THE RESULTS FROM OTHER STUDIES, THAT IS, THAT MEXICAN-AMERICAN CHILDREN DO RELATIVELY BETTER ON THE PERFORMANCE THAN ON THE VERBAL TESTS. IT IS NOTED THAT THE SIZE OF THE STANDARD ERROR OF ESTIMATED FULL SCALE IQ FOR THE VOCABULARY AND BLOCK DESIGN SUBTESTS COULD LEAD TO MISCLASSIFICATIONS OF INDIVIDUALS IN PREDICTING IQ SCORES OF LESS THAN 85, 80, AND 70 FOR DIAGNOSTIC PURPOSES. HOWEVER, IT IS SUGGESTED THAT BOTH SCORES COULD BE USED TO PROVIDE ESTIMATED IQ SCORES FOR GROUPS OF INDIVIDUALS. IT IS CONCLUDED THAT NO OTHER COMBINATION OF TWO WISC SUBTESTS WOULD HAVE PRODUCED BETTER OVERALL PREDICTIONS FOR ALL THREE ETHNIC GROUPS. THE SUM OF THE SCALED SCORES FOR THE VOCABULARY AND BLOCK DESIGN SUBTESTS CORRELATED .880 WITH FULL SCALE IQ. (AUTHOR)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.50)

ACCESSION NUMBER: ED068526

PUBLICATION DATE: JUN 72

TITLE: PATTERNS OF ABILITY FACTORS AMONG FOUR ETHNIC GROUPS. *PROJECT ACCESS RESEARCH REPORT NO. 5.*

PERSONAL AUTHOR: FLAUGHER, RONALD L.; ROCK, DONALD A.

DESCRIPTOR: *ABILITY; ACADEMIC ACHIEVEMENT; *APTITUDE TESTS; *CORRELATION; *ETHNIC STUDIES; *FACTOR ANALYSIS; ITEM SAMPLING; JAPANESE AMERICANS; MALES; MEXICAN AMERICANS; NEGROES; *RACIAL FACTORS; SECONDARY GRADES; STATISTICAL DATA; TEST RESULTS

IDENTIFIER: *PROJECT ACCESS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.; PAPER PREPARED FOR PRESENTATION AT THE CONVENTION OF THE AMERICAN PSYCHOLOGICAL ASSOC. (80TH, HONOLULU, SEPTEMBER, 1972)

DIFFERING PATTERNS OF ABILITIES AMONG HIGH SCHOOL MALES OF FOUR ETHNIC GROUPS WERE INVESTIGATED, AS REFLECTED IN THE INTERRELATIONSHIPS OF SCORES ON A MULTI-TEST APTITUDE BATTERY. IF SUCH DIFFERENCES IN PATTERNS OF ABILITY EXIST AMONG THESE GROUPS, THEIR EXISTENCE AND NATURE SHOULD BE REVEALED IN THE INTERRELATIONSHIPS OF THE VARIOUS TEST SCORES FOR EACH GROUP. A 9-TEST PROJECT ACCESS BATTERY WAS ADMINISTERED, ALONG WITH A BIOGRAPHICAL INVENTORY, TO 18,000 JUNIOR-YEAR STUDENTS IN LOS ANGELES, MEMPHIS, AND WASHINGTON, D.C. THE ETHNIC GROUPS STUDIED WERE BLACK, WHITE, MEXICAN-AMERICAN, AND ORIENTAL, AND SUBJECTS FROM ALL FOUR GROUPS WERE FROM LOW SOCIOECONOMIC BACKGROUNDS. THE TESTS MEASURED WORD MEANING, INDUCTIVE REASONING, COMPARING MATHEMATICAL QUANTITIES, SPATIAL SCANNING, READING COMPREHENSION, GRAMMAR, FOLLOWING COMPLEX DIRECTIONS, GEOMETRIC ANALOGIES, AND ASSOCIATIVE MEMORY. PRINCIPLE AXES PROCEDURES WERE APPLIED TO THE CORRELATION MATRICES WITHIN EACH ETHNIC GROUP. THE FIRST FIVE COMPONENTS WITHIN EACH GROUP WERE THEN ROTATED, USING VARIMAX PROCEDURES. THE ORIGINAL CORRELATION MATRICES ARE PRESENTED IN THE APPENDIX. THE RESULTS OF SIMILARITY AMONG THE FACTOR LOADING PATTERNS INDICATE THAT ESSENTIALLY THE SAME PATTERNS OF ABILITIES ARE DEMONSTRATED REGARDLESS OF THE ETHNIC IDENTITY OF THE EXAMINEE. (LH)

ACCESSION NUMBER: ED068592

PUBLICATION DATE: JUL 72

TITLE: BLACK/MEXICAN-AMERICAN PROJECT REPORT.

DESCRIPTOR: CAUCASIAN STUDENTS; ETHNIC RELATIONS; INTEGRATION EFFECTS; *MEXICAN AMERICANS; NEGRO STUDENTS; *PARENT ATTITUDES; POLITICAL ISSUES; POVERTY PROGRAMS; RACIAL ATTITUDES; RACIAL INTEGRATION; *SCHOOL INTEGRATION; SCHOOL SURVEYS; SOCIAL ATTITUDES; *STUDENT ATTITUDES

IDENTIFIER: *TEXAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 57P.

THE BLACK/MEXICAN-AMERICAN PROJECT HAS TWO GENERAL GOALS CONGRUENT WITH THE PURPOSE OF THE EMERGENCY SCHOOL ASSISTANCE PROGRAM, UNDER WHICH IT WAS FUNDED: (1) TO IDENTIFY POINTS OF TENSION AND COOPERATION BETWEEN MINORITY STUDENTS IN THE HOUSTON INDEPENDENT SCHOOL DISTRICT; AND (2) TO SUGGEST WAYS OF IMPROVING RELATIONS BETWEEN THE MINORITIES. SO THAT DECISION-MAKERS MIGHT KNOW MORE ABOUT THE EFFECTS OF DESEGREGATION IN HOUSTON, THE HOUSTON COUNCIL ON HUMAN RELATIONS HAS CONDUCTED A SURVEY OF 142 PARENTS AND 1105 STUDENTS OF SCHOOLS WITH THE SIZABLE NUMBER OF MEXICAN-AMERICANS AND BLACKS ENROLLED. THE RESULTS OF THESE SURVEYS MUST BE VIEWED IN THE CONTEXT OF TWO OVERRIDING CIRCUMSTANCES THAT BEAR ON STUDENT AND PARENT ATTITUDES TOWARD DESEGREGATION: (1) THE DESEGREGATION PLAN, ORDERED BY THE FIFTH CIRCUIT COURT, AND (2) DISCIPLINE IN THE SCHOOLS. THE RESULTS OF THESE SURVEYS IMPLY THAT, FOR ALL ELSE DESEGREGATION MAY HAVE ACCOMPLISHED, IT HAS NOT RESULTED IN A MEANINGFUL CONTACT BETWEEN RACIAL GROUPS. MOST STUDENTS WILL PREFER TO ATTEND A SCHOOL WHERE THEIR OWN RACE PREDOMINATES, AND MOST PARENTS DO NOT BELIEVE DESEGREGATION HAS IMPROVED ATTITUDES. THE MOST UNFORTUNATE COROLLARY IS THAT MERE NUMERICAL DESEGREGATION HAS NOT PRODUCED ATTITUDINAL DESEGREGATION. GROUPS IN A DESEGREGATED SCHOOL STILL KEEP TO THEMSELVES. (AUTHOR/JM)

AVAILABILITY: HOUSTON COUNCIL ON HUMAN RELATIONS, 629 W. ALABAMA, HOUSTON, TEXAS 77006 ($1.00)

ACCESSION NUMBER: ED068619

PUBLICATION DATE: 72

TITLE: THE FERNALD SCHOOL REMEDIATION OF LEARNING DISORDERS PROGRAM, LOS ANGELES, CALIFORNIA. MODEL PROGRAMS, COMPENSATORY EDUCATION SERIES.

DESCRIPTOR: CAUCASIAN STUDENTS; COMPENSATORY EDUCATION PROGRAMS; DEMONSTRATION PROGRAMS; *DISADVANTAGED YOUTH; ECONOMICALLY DISADVANTAGED; INDIVIDUALIZED INSTRUCTION; *INNER CITY; LEARNING DIFFICULTIES; *LEARNING DISABILITIES; MEXICAN AMERICANS; NEGRO STUDENTS; PROGRAM EVALUATION; *REMEDIAL INSTRUCTION; STUDENT TEACHER RATIO

IDENTIFIER: *LOS ANGELES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.

THE FERNALD SCHOOL'S PROGRAM OF REMEDIAL INSTRUCTION FOR DISADVANTAGED CHILDREN BEGAN IN 1966. AS A FACILITY OF THE PSYCHOLOGY DEPARTMENT AT THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES, THE SCHOOL HAS BEEN CONCERNED SINCE ITS FOUNDING IN 1921 WITH THE DIAGNOSIS AND TREATMENT OF LEARNING DISORDERS, PARTICULARLY THOSE NOT DUE TO MENTAL RETARDATION OR SEVERE NEUROLOGICAL OR EMOTIONAL PATHOLOGY. THEIR PROGRAM FOR DISADVANTAGED CHILDREN DESCRIBED IN THIS BOOKLET, HOWEVER, REPRESENTS A DEPARTURE FROM THE SCHOOL'S PREVIOUS RESTRICTION TO CLIENTS FROM FAMILIES THAT COULD AFFORD TUITION. CHILDREN FROM GRADES TWO THROUGH 11 ARE SERVED BY THE PROGRAM. STUDENTS SELECTED ARE MALE, OF AVERAGE INTELLIGENCE, AND AT LEAST ONE AND ONE-HALF YEARS RETARDED IN BASIC SCHOOL SKILLS. THE DISADVANTAGED STUDENTS IN THE PROGRAM ARE DRAWN FROM THE MID-CITY AREA OF LOS ANGELES. TWO-THIRDS OF THE DISADVANTAGED STUDENTS ARE BLACK, AND THE REMAINING ONE-THIRD ARE MEXICAN-AMERICAN OR WHITE. DURING THE FIRST ACADEMIC YEAR, 60 CHILDREN WERE IN THE PROGRAM; DURING EACH OF THE FOLLOWING TWO YEARS, THERE WERE 80 STUDENTS. THE THREE FACTORS THAT FERNALD STAFF MEMBERS SEE AS DIFFERENTIATING THE EXPERIENCE OF STUDENTS AT FERNALD FROM THAT AT OTHER SCHOOLS ARE: (1) THE DEGREE TO WHICH THE PROGRAM IS INDIVIDUALIZED; (2) THE LOW STUDENT-TEACHER RATIO; AND, (3) THE TOTAL-SCHOOL ENVIRONMENT, WHICH RESULTS FROM THESE AND OTHER SPECIAL CHARACTERISTICS. (AUTHOR/JM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.20)

ACCESSION NUMBER: ED068621

PUBLICATION DATE: 72

TITLE: PROJECT R-3, SAN JOSE, CALIFORNIA. MODEL PROGRAMS, COMPENSATORY EDUCATION SERIES.

DESCRIPTOR: *COMPENSATORY EDUCATION PROGRAMS; DISADVANTAGED YOUTH; MATHEMATICS INSTRUCTION; MEXICAN AMERICANS; NEGRO STUDENTS; PROGRAM EVALUATION; READINESS; READING INSTRUCTION; *RELEVANCE (EDUCATION); *REMEDIAL INSTRUCTION; *SECONDARY EDUCATION; SECONDARY SCHOOL STUDENTS; STATE PROGRAMS; UNDERACHIEVERS

IDENTIFIER: *CALIFORNIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

IN 1967-68, THE SAN JOSE UNIFIED DISTRICT, IN COOPERATION WITH THE EDUCATION DIVISION OF THE LOCKHEED MISSILES AND SPACE CO., IMPLEMENTED A SPECIAL PROGRAM FOR DISADVANTAGED, UNDERACHIEVING, EIGHTH-GRADE STUDENTS. THE PRIMARY OBJECTIVE OF THE PROGRAM WAS TO IMPROVE THE MOTIVATION AND ACHIEVEMENT OF DISADVANTAGED STUDENTS BY PROVIDING SPECIAL MATHEMATICS AND READING INSTRUCTION IN COMBINATION WITH FIELD TRIPS AND OTHER ACTIVITIES DESIGNED TO DEMONSTRATE THE RELEVANCE OF CLASSROOM LEARNING TO THE SOLUTION OF REAL-WORLD PROBLEMS. A SECOND WAVE OF EIGHTH GRADERS ENTERED THE PROGRAM IN 1968, AND THE FIRST-YEAR STUDENTS WENT ON TO A NEWLY DEVELOPED NINTH-GRADE R-3 CURRICULUM, THE THREE R'S SIGNIFYING STUDENT READINESS, SUBJECT RELEVANCE, AND LEARNING REINFORCEMENT. IN 1969, NEW STATE REGULATIONS REQUIRED THE PROJECT TO INCLUDE THE ENTIRE SEVENTH-GRADE POPULATION OF THE SCHOOL IN THE PROGRAM. THE PROGRAM WAS FORCED TO DROP THE EIGHTH- AND NINTH-GRADE PROGRAM TEMPORARILY IN ORDER TO HANDLE THE NEW AND LARGER SEVENTH-GRADE SERVICE GROUP. PLANS WERE MADE TO REEXPAND THE R-3 PROGRAM TO THE EIGHTH AND NINTH GRADES AS THE SEVENTH GRADERS PROGRESSED THROUGH THOSE GRADES IN SUCCEEDING YEARS. THE 1970-71 PROGRAM INCLUDED ALL 240 EIGHTH-GRADE STUDENTS, AND THE 1971-72 PROGRAM CONTINUES THE PROGRAM FOR THESE STUDENTS IN THE NINTH GRADE. (AUTHOR/JM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.20)

ACCESSION NUMBER: ED068908

PUBLICATION DATE: JAN 72

TITLE: READING FOR FUN: A STUDY OF MATERIALS FOR MEXICAN AND SPANISH-AMERICAN, PUERTO RICAN, CUBAN AND OTHER LATIN AMERICAN CHILDREN.

DESCRIPTOR: INDEPENDENT READING; MEXICAN AMERICANS; PUERTO RICANS; READING; READING IMPROVEMENT; *READING INTERESTS; *READING MATERIALS; READING RESEARCH; *RECREATIONAL READING; SPANISH AMERICANS; *SPANISH SPEAKING; *URBAN AREAS; URBAN ENVIRONMENT

IDENTIFIER: *NATIONAL READING IS FUNDAMENTAL PROGRAM

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 84P.

A SURVEY OF SELECTED NEIGHBORHOODS IN EIGHT CITIES WAS CONDUCTED TO DETERMINE THE RELEVANCE, AVAILABILITY AND UTILIZATION OF LEISURE-TIME READING MATERIALS IN BOTH ENGLISH AND SPANISH FOR HISPANIC-AMERICAN CHILDREN. SPANISH-SPEAKING CHILDREN, PARENTS, TEACHERS, LIBRARIANS, EDUCATORS AND COMMUNITY WORKERS WERE INTERVIEWED IN EACH OF THE EIGHT CITIES. IN ADDITION, QUESTIONNAIRES WERE MAILED TO PUBLISHERS AND OTHER PROFESSIONALS THROUGHOUT THE COUNTRY. THE TRENDS THAT EMERGED FROM THE SURVEY INDICATED THAT: (1) SPANISH-SPEAKING CHILDREN ARE AS EAGER TO READ FOR FUN AS ARE THEIR ANGLO COUNTERPARTS; (2) READING MATERIALS FOR ENJOYMENT WHICH PRESENT STORIES AND PEOPLE WITH WHOM SPANISH-SPEAKING AMERICAN YOUNGSTERS CAN IDENTIFY ARE VIRTUALLY NONEXISTENT; (3) LIBRARIES, SCHOOLS AND PUBLISHERS, IN GENERAL, HAVE NOT YET FELT THE NEED TO DEVELOP AND MARKET MORE PLEASURE READING MATERIAL IN ENGLISH AND SPANISH, PARTICULARLY AIMED AT THE SPANISH-SPEAKING CHILD. SUGGESTED READING MATERIALS ARE INCLUDED IN THE APPENDIX. (AUTHOR/WR)

ACCESSION NUMBER: ED068909

PUBLICATION DATE: 72

TITLE: A FACTOR ANALYSIS OF SEVERAL READING READINESS MEASURES FOR DIFFERENT SOCIOECONOMIC AND ETHNIC GROUPS.

PERSONAL AUTHOR: MATUSZEK, PAULA A.; OAKLAND, THOMAS D.

DESCRIPTOR: ANGLO AMERICANS; FACTOR ANALYSIS; GRADE 1; MEASUREMENT INSTRUMENTS; MEXICAN AMERICANS; *MINORITY GROUP CHILDREN; NEGROES; *PREDICTIVE VALIDITY; PSYCHOMETRICS; READING READINESS; *READING TESTS; *SOCIOECONOMIC STATUS; *TEST BIAS; VERBAL ABILITY

IDENTIFIER: SES (SOCIOECONOMIC STATUS)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 9P.: PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSN. (CHICAGO, ILL., APRIL, 1972)

FIRST GRADE STUDENTS STRATIFIED ON THE BASIS OF THEIR RACIAL-ETHNIC AND SOCIOECONOMIC STATUS (SES) WERE STUDIED TO DETERMINE FACTORS MEASURED BY SEVERAL READINESS (APTITUDE) TESTS AND TO LEARN WHETHER THESE FACTORS DIFFERED FOR THE CHILDREN FROM THE VARIOUS GROUPS. SES WAS DETERMINED BY FATHER'S OCCUPATION, OR IF ABSENT, MOTHER'S OCCUPATION; THE IDENTIFICATION OF RACIAL-ETHNIC BACKGROUNDS WAS LEFT TO THE TEACHER. SIX GROUPS OF CHILDREN WERE FINALLY CHOSEN: MIDDLE AND LOWER CLASS BLACKS, MEXICAN-AMERICANS, AND ANGLO-AMERICANS. THE MAJOR OBSERVATION DRAWN FROM THE DATA WAS THAT FACTORS DERIVED FROM THE TESTS DIFFERED MARKEDLY ACROSS GROUPS. IT WAS FURTHER CONCLUDED THAT PRESENT TESTS WERE INEFFICIENT IN THAT SEVERAL SUBTESTS SEEMED TO MEASURE THE SAME FACTORS. DATA ALSO INDICATED THAT TESTS COULD NOT BE USED INTERCHANGEABLY WITH CHILDREN FROM DIFFERENT SES AND RACIAL-ETHNIC BACKGROUNDS. (TWO TABLES OF FACTOR LOADINGS AND A REFERENCE LIST ARE APPENDED.) (HS)

ACCESSION NUMBER: ED069154

PUBLICATION DATE: AUG 72

TITLE: THE COMPUTER AS AN AUTHORITY FIGURE: SOME EFFECTS OF CAI ON STUDENT PERCEPTION OF TEACHER AUTHORITY. TECHNICAL REPORT NUMBER 29.

PERSONAL AUTHOR: BROD, RODNEY L.

DESCRIPTOR: *COMPUTER ASSISTED INSTRUCTION; JUNIOR HIGH SCHOOL STUDENTS; MEXICAN AMERICANS; *POWER STRUCTURE; *STUDENT ATTITUDES; STUDENT REACTION; STUDENT SCHOOL RELATIONSHIP; *STUDENT TEACHER RELATIONSHIP; TEACHER INFLUENCE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 138P.

A SOCIOLOGICAL THEORY OF AUTHORITY WAS USED TO INVESTIGATE SOME NONINTELLECTIVE, PERHAPS UNINTENDED, CONSEQUENCES OF COMPUTER-ASSISTED INSTRUCTION (CAI) UPON STUDENT'S ATTITUDES AND ORIENTATIONS TOWARD THE ORGANIZATION OF THE SCHOOL. AN ATTITUDINAL QUESTIONNAIRE WAS USED TO SURVEY ATTITUDES TOWARD THE TEACHER AND THE COMPUTER IN A JUNIOR HIGH SCHOOL WHICH SERVES PREDOMINANTLY MEXICAN-AMERICAN FAMILIES OF LOW SOCIOECONOMIC STATUS. THE QUESTIONNAIRE WAS ADMINISTERED BEFORE AND AFTER THE EXPERIMENTAL PERIOD. RESULTS OF REGRESSION ANALYSES INDICATED THAT IF CAI GETS NORMATIVE SUPPORT FROM SCHOOL OFFICIALS WHO AUTHORIZE ITS EXERCISE OF POWER AS A MONITOR OF STUDENTS' TASK-SPECIFIC BEHAVIOR, AND IF TEACHERS DO NOT HAVE CONTROL OVER THAT TECHNOLOGICAL RESOURCE, STUDENTS ARE LIKELY TO FORM AUTHORITY RELATIONSHIPS FOR GOAL ATTAINMENT WITH THE COMPUTER THAT ARE COMPARABLE TO THOSE USUALLY FORMED WITH THEIR TEACHERS. THIS REDUCTION IN THE STUDENTS' DEPENDENCE ON THE TEACHER'S TASK-SPECIFIC RESOURCES UNDERMINES THE STUDENTS' RELATIONSHIP WITH THE TEACHER, ESPECIALLY WITH FIRST-YEAR CAI STUDENTS. THE LONGER RANGE (SECOND AND THIRD YEAR) EFFECTS OF THE CAI PROGRAM MORE FAVORABLY REFLECT SOME OF THE PROGRAM'S ANTICIPATED FUNCTIONS. (AUTHOR/JY)

ACCESSION NUMBER: ED069196

PUBLICATION DATE: 68

TITLE: SPANISH AMERICAN CUSTOMS, CULTURE AND PERSONALITY.

PERSONAL AUTHOR: REINDORP, REGINALD C.

DESCRIPTOR: AMERICAN CULTURE; *AREA STUDIES; COMPARATIVE ANALYSIS; *CROSS CULTURAL STUDIES; CULTURAL BACKGROUND; CULTURAL DIFFERENCES; CULTURAL INTERRELATIONSHIPS; INTERNATIONAL EDUCATION; *LATIN AMERICAN CULTURE; *SOCIOCULTURAL PATTERNS; SPANISH CULTURE; *SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 358P.

THIS TEXTBOOK DEVELOPS A CROSS-CULTURAL PORTRAIT OF LATIN AMERICA. FOUR MAJOR SECTIONS ARE CONCERNED WITH THE CULTURAL BLUEPRINT, HISTORICAL AND SOCIAL FOUNDATIONS, THE SOCIAL STRUCTURE, AND INTELLECTUAL AND ECONOMIC LIFE. SUBCHAPTERS INCLUDE: (1) THE RISE OF THE SPANISH PEOPLE, (2) ADMINISTRATION AND JURISPRUDENCE, (3) THE CHURCH, (4) THE PERSONALITY HERITAGE, (5) EARLY NEW WORLD CIVILIZATIONS, (6) SPANISH AMERICA TO INDEPENDENCE, (7) INDEPENDENCE AND ITS PROBLEMS, (8) SOCIAL BACKGROUND, (9) ATTITUDES AND BELIEFS, (10) CUSTOMS AND PRACTICES, (11) EDUCATION AND INTELLECTUALISM, (12) ART AND TRADITION, (13) ETHICS AND LINGUISTIC USAGE, AND (14) ECONOMICS AND BUSINESS ADMINISTRATION. A BIBLIOGRAPHY IS PROVIDED. (RL)

ACCESSION NUMBER: ED069204

PUBLICATION DATE: AUG 72

TITLE: ETHNIC STUDIES IN HIGHER EDUCATION. STATE OF THE ART AND BIBLIOGRAPHY.

PERSONAL AUTHOR: BENGELSDORF, WINNIE

DESCRIPTOR: *AFRICAN AMERICAN STUDIES; AMERICAN INDIAN CULTURE; *BIBLIOGRAPHIES; ETHNIC GROUPS; *ETHNIC STUDIES; *HIGHER EDUCATION; MEXICAN AMERICAN HISTORY; *MINORITY GROUPS; POLISH AMERICANS; PUERTO RICAN CULTURE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 261P.

THIS BIBLIOGRAPHIC PROJECT SOUGHT TO IDENTIFY AND SUMMARIZE RECENT MATERIAL ON ETHNIC STUDIES IN HIGHER EDUCATION AND TO DETERMINE THE STATE OF THE ART OR TREND OF THESE STUDIES. ETHNIC STUDIES REFERS TO ASIAN-AMERICAN, BLACK, CHICANO, INDIAN AND PUERTO RICAN STUDIES, AS WELL AS TO WHITE ETHNIC STUDIES SUCH AS POLISH-AMERICAN AND JEWISH STUDIES. MOST MATERIAL LISTED IS ARRANGED BY ETHNIC GROUP, AND ALPHABETICALLY BY AUTHOR WITHIN SUBJECT CATEGORIES. CUMULATIVE ALPHABETIC AND TITLE INDICES ARE INCLUDED FOR EASE OF REFERENCE. (AUTHOR/HS)

AVAILABILITY: AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES, ONE DUPONT CIRCLE, SUITE 700, WASHINGTON, D.C. 20036 ($3.50)

ACCESSION NUMBER: ED069445

PUBLICATION DATE: 71

TITLE: A SELECTED ANNOTATED BIBLIOGRAPHY OF MATERIAL RELATING TO RACISM, BLACKS, CHICANOS, NATIVE AMERICANS, AND MULTI ETHNICITY. VOLUME I.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; AUDIOVISUAL AIDS; BOOKS; CURRICULUM DEVELOPMENT; ETHNIC DISTRIBUTION; *MEXICAN AMERICANS; *NEGROES; *RACISM

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 75P.

THE PRIMARY FOCUS OF THIS ANNOTATED BIBLIOGRAPHY IS ON MATERIAL WHICH THE MICHIGAN EDUCATION ASSOCIATION BELIEVES TO BE MOST REPRESENTATIVE OF THE REALITIES THAT RELATE TO THE INVOLVEMENT AND CONTRIBUTIONS OF BLACKS, CHICANOS, AND NATIVE AMERICANS AND THE CLIMATE OF THE TIMES DURING WHICH SUCH INVOLVEMENT AND CONTRIBUTIONS OCCURRED. ITS PURPOSE, THEN, IS TO PROVIDE CLASSROOM TEACHERS AND EDUCATORS WITH A PRACTICAL INSTRUMENT BY WHICH THEY CAN BECOME AWARE OF MEANINGFUL RESOURCES THAT WILL HELP FOSTER IN TEACHERS AND STUDENTS AN AWARENESS OF AND APPRECIATION FOR THE PLURAL ETHNICITY OF OUR SOCIETY, WHICH HERETOFORE HAS BEEN NONEXISTENT IN MOST SCHOOL ENVIRONMENTS IN AMERICA. ADDITIONALLY, THE BIBLIOGRAPHY IS INTENDED TO SERVE AS ONE FACTOR IN MOTIVATING AND FACILITATING SCHOOL DISTRICTS TO MODIFY THEIR PRESENT CURRICULUM IN ORDER TO INCLUDE ETHNIC AND CULTURAL DIVERSITY IN EACH CURRICULUM COMPONENT. DOCUMENTS DATE FROM 1945 TO 1972, BUT THE MAJORITY OF THE PUBLICATIONS DATE FROM THE MIDDLE AND LATE 60S. NOVELS, BIOGRAPHIES, PERIODICALS, RECORDS, FILMS, AND FILMSTRIPS COMPRISE THE 294 ENTRIES IN THIS MATERIAL. (HBC)

ACCESSION NUMBER: ED069446

PUBLICATION DATE: AUG 72

TITLE: MICHIGAN EDUCATION ASSOCIATION, DIVISION OF MINORITY AFFAIRS, ANNUAL REPORT, AUGUST 1972.

PERSONAL AUTHOR: COLEMAN, HERMAN W.

DESCRIPTOR: AMERICAN INDIANS; BILINGUAL EDUCATION; CULTURAL AWARENESS; *CURRICULUM DEVELOPMENT; *ETHNIC STUDIES; *EVALUATION; *INSTRUCTIONAL MATERIALS; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES

IDENTIFIER: *MICHIGAN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.

EVALUATIVE DATA RELATIVE TO THE EFFECTIVENESS OF THE DIVISION OF MINORITY AFFAIRS IN ARRIVING AT DEFINED GOALS AND OBJECTIVES ARE PRESENTED IN THIS ANNUAL REPORT. PROGRAM DESCRIPTIONS AND SPECIFIC OBJECTIVES ARE GIVEN FOR 9 PROJECTS. THE PROJECTS INCLUDE DEVELOPING A CURRICULUM CHANGE MODEL; PLANNING A MINORITY GROUP CONFERENCE; DEVELOPING A READING IN-SERVICE PROGRAM MODEL; ENLISTING THE INFLUENCE OF ACCREDITING AGENCIES IN CHANGING CURRICULUM PRACTICES; PROVIDING A CLEARINGHOUSE OF INFORMATION REGARDING FELLOWSHIPS AND SCHOLARSHIPS; CREATING AND MAINTAINING A CURRICULUM CENTER; SPONSORING A CURRICULUM DEVELOPMENT CONFERENCE, INCLUDING ETHNIC CURRICULUM DEVELOPMENT, INDIAN EDUCATION, AND CHICANO CURRICULUM DEVELOPMENT; PUBLISHING A MANIFESTO TO PROVIDE INFORMATION TO MEMBERS; DEVELOPING A LIAISON WITH OTHER AGENCIES AND INSTITUTIONS; AND PROVIDING GENERAL SERVICES. (PS)

ACCESSION NUMBER: ED069455

PUBLICATION DATE: 7 JAN 69

TITLE: RECOMMENDATION FOR ENHANCING THE EDUCATIONAL PROCESS FOR HISPANO STUDENTS IN THE DENVER PUBLIC SCHOOLS.

PERSONAL AUTHOR: ARGUELLO, JOHN; GARCIA, JOHN F.

DESCRIPTOR: *ACTIVITIES; *CURRICULUM DEVELOPMENT; EDUCATIONAL FINANCE; *EDUCATIONAL PROGRAMS; *OBJECTIVES; PARENT PARTICIPATION; PERSONNEL POLICY; RACIAL INTEGRATION; READING DEVELOPMENT; *SPANISH SPEAKING

IDENTIFIER: *COLORADO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

THE HISPANO COMPRISES THE LARGEST ETHNIC GROUP IN COLORADO; YET A LARGE SEGMENT OF THE COMMUNITY REMAINS IN A STATE OF GROSS POVERTY AND LOW EDUCATIONAL ATTAINMENT. THE MOST PROMINENT CONTRIBUTING FACTOR IS THE LACK OF SALABLE SKILLS AND ACADEMIC PREPARATION NEEDED IN TODAY'S HIGHLY TECHNOLOGICAL SOCIETY. THIS DOCUMENT ADDRESSES ITSELF TO THE EDUCATIONAL PROBLEMS. THE GENERAL OBJECTIVES WHICH ARE REALISTIC IN TERMS OF ASSISTING THE HISPANO CHILD TO COMPETE IN HIS PRESENT SCHOOL SITUATION AND IN PREPARING HIM FOR FUTURE OCCUPATIONAL AND SOCIAL ENDEAVORS ARE TO (1) INSTILL THE DESIRE TO BECOME A USEFUL, CONTRIBUTING MEMBER OF SOCIETY; (2) DEVELOP AN APPRECIATION OF THE HISPANO CULTURE AND HERITAGE AND FOR THE AMERICAN WAY OF LIFE; (3) DEVELOP ACCEPTABLE STANDARDS OF ASPIRATION, SELF-RESPECT, GOOD MENTAL HEALTH, AND THE POWERS OF SELF-EXPRESSION; (4) INCREASE HIS ABILITY AND PROFICIENCY IN THE USE OF THE ENGLISH LANGUAGE; (5) DEVELOP HIS ABILITY TO WORK IN THE TYPICAL CLASSROOM AND COMPETE WITH HIS PEERS; AND (6) CORRELATE ENGLISH AND SPANISH IN ALL AREAS OF THE CURRICULUM WHERE IT IS FEASIBLE. SPECIFIC RECOMMENDATIONS ARE MADE IN THE AREAS OF INTEGRATION, USE OF TITLE I FUNDS, CURRICULUM, ORAL LANGUAGE, READING AND OTHER ACADEMIC AREAS, PERSONNEL, AND PARENTAL INVOLVEMENT. (AUTHOR/NQ)

ACCESSION NUMBER: ED069456

PUBLICATION DATE: 69

TITLE: PROPOSAL FOR QUALITY EDUCATION.

DESCRIPTOR: *CURRICULUM DEVELOPMENT; *EDUCATIONAL QUALITY; LANGUAGE INSTRUCTION; *OBJECTIVES; *PROGRAM PROPOSALS; RELEVANCE (EDUCATION); *SPANISH SPEAKING

IDENTIFIER: *COLORADO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 28P.

THE CONGRESS OF HISPANIC EDUCATORS SUBMITTED THIS 1969 PROPOSAL FOR QUALITY EDUCATION TO THE DENVER PUBLIC SCHOOL BOARD. ACCORDING TO THE CONGRESS, BEFORE THEY COULD OUTLINE AN EDUCATIONAL PROGRAM WHICH WOULD BE EFFECTIVE AND MEANINGFUL FOR THE HISPANO, IT WAS IMPERATIVE THAT A CLEAR UNDERSTANDING OF THE BASIC OBJECTIVES NECESSARY FOR HIM TO COMPETE IN THE DOMINANT SOCIETY BE OBTAINED. THIS PROPOSAL DISCUSSES 3 OF THE GENERAL OBJECTIVES THOUGHT TO BE REALISTIC IN TERMS OF ASSISTING THE HISPANO CHILD TO COMPETE IN HIS PRESENT SCHOOL SITUATION AND IN PREPARING HIM FOR FUTURE OCCUPATIONAL AND SOCIAL ENDEAVORS. THESE GENERAL OBJECTIVES CONSIST OF INTEGRATION, WHICH IS A VITAL AND FUNDAMENTAL STEP TOWARDS ATTAINING QUALITY EDUCATION; A RELEVANT CURRICULUM FOR ALL ELEMENTARY PUPILS; AND THE FOSTERING OF PRIDE AND IDENTITY IN HIS OWN CULTURE AND HERITAGE. THE CONGRESS PROPOSED THE FORMATION BY THE DENVER PUBLIC SCHOOLS OF A TASK FORCE IN EACH AREA OF STUDY: (1) SOCIAL STUDIES, (2) LANGUAGE ARTS AND HUMANITIES, AND (3) MATH AND SCIENCE. DESCRIPTIONS OF THE TASK FORCES, THEIR OBJECTIVES, AND A TIME SCHEDULE, AND EXAMPLES OF SPECIFIC MODES OF OPERATION, ARE OUTLINED. A BRIEF HISTORY OF NATIONAL AND LOCAL REALITIES OF THE FOREIGN LANGUAGE PROGRAM IS INCLUDED, ALONG WITH THE OBJECTIVES AND SPECIFIC NEEDS FOR SUCH A PROGRAM. (NQ)

ACCESSION NUMBER: ED069708

PUBLICATION DATE: 15 SEP 71

TITLE: AREA III VALLEY INTERCULTURAL REPORT; 1970-71 FINAL EVALUATION REPORT.

PERSONAL AUTHOR: AYALA, ARMANDO; VATSULA, JOHN

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; BILINGUAL TEACHERS; EVALUATION CRITERIA; EVALUATION TECHNIQUES; GRADE 1; KINDERGARTEN; *MEASUREMENT TECHNIQUES; MEXICAN AMERICANS; PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; *SPANISH SPEAKING; TEST CONSTRUCTION; TESTING; *TESTS

IDENTIFIER: AREA III VALLEY INTERCULTURAL PROGRAM; DRV BILINGUAL TEST; ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 36P.

EVALUATION OF A BILINGUAL-BICULTURAL EDUCATION PROGRAM INDICATES THAT SIGNIFICANT PROGRESS WAS MADE IN ENABLING ALL STUDENTS TO FUNCTION EQUALLY WELL IN BOTH SPANISH AND ENGLISH, IN PROVIDING BASIC COPING SKILLS, AND IN DEVELOPING THE BASIS FOR A PLURALISTIC SOCIETY. THE PROGRAM INCLUDED 210 KINDERGARTEN AND FIRST-GRADE CHILDREN CONSISTING OF EQUAL NUMBERS OF ANGLO AND MEXICAN-AMERICAN CHILDREN. A BILINGUAL TESTING INSTRUMENT WAS DEVELOPED IN ENGLISH AND IN SPANISH TO ASSESS PROGRESS. FIVE INSTRUCTIONAL OBJECTIVES MEASURED INDICATED THAT GROWTH WAS GREATER FOR SPANISH-SURNAMED IN ALL CATEGORIES. RECOMMENDATIONS SUGGESTED IN-SERVICE TRAINING FOR TEACHERS IN TEACHING SPANISH CONCEPTS IN SPANISH, HIRING A SPANISH MODEL RESOURCE TEACHER, REVIEW OF ART WORK FOR THE PORTION OF THE TEST MATCHING MEN AND ANIMALS TO ENVIRONMENTS AND REVIEW OF PERFORMANCE OBJECTIVES. A COPY OF THE TEST IS INCLUDED IN THE APPENDIX. (DJ)

ACCESSION NUMBER: ED069840

PUBLICATION DATE: AUG 72

TITLE: BILINGUAL EDUCATION: A STATEMENT OF POLICY AND PROPOSED ACTION OF THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK. POSITION PAPER SERIES, NUMBER 16.

DESCRIPTOR: *BILINGUAL EDUCATION; DISADVANTAGED YOUTH; EDUCATIONAL CHANGE; EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES; EDUCATIONAL OPPORTUNITIES; *EDUCATIONAL POLICY; EDUCATIONAL RESOURCES; ENGLISH (SECOND LANGUAGE); POLICY FORMATION; *SPANISH SPEAKING; *STATE DEPARTMENTS OF EDUCATION; URBAN EDUCATION

IDENTIFIER: *NEW YORK

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 23P.

THE PRIMARY GOAL OF THE REGENTS IN THEIR BILINGUAL EDUCATION PROGRAM IS TO PROVIDE EQUAL EDUCATIONAL OPPORTUNITY FOR NON-ENGLISH-SPEAKING CHILDREN THROUGH ACTIVITIES CAPITALIZING ON THEIR PROFICIENCY IN THEIR NATIVE LANGUAGE AND DEVELOPING COMPETENCY IN ENGLISH. TWO COMPLEMENTARY GOALS ARE INHERENT: (1) A VITALLY NEEDED NATIONAL RESOURCE, THE BILINGUAL ADULT, WILL BE DEVELOPED AND (2) THE TOTAL LEARNING COMMUNITY--PUPILS, LAY PERSONS, TEACHERS, ADMINISTRATORS--WILL PROFIT FROM THE CONTRIBUTION OF BILINGUAL EDUCATION TO PROMOTION OF BETTER UNDERSTANDING AMONG PEOPLE. THE REGENTS DIRECT THAT SUCH PRIORITIES AS THE FOLLOWING BE ESTABLISHED: (1) DEVELOP INDIVIDUALIZED TEACHING STRATEGIES AND SUPPORTIVE CURRICULUMS THAT REFLECT THE PARTICULAR NEEDS OF THE BILINGUAL-BICULTURAL CHILD; (2) REALLOCATE PRESENT FUNDS FOR PROGRAMS FOR NON-ENGLISH-SPEAKING PUPILS IN THE AREAS OF OCCUPATIONAL EDUCATION, GENERAL EDUCATION, HIGHER EDUCATION, EARLY CHILDHOOD EDUCATION, ADULT EDUCATION, DRUG EDUCATION, AND EDUCATION OF THE HANDICAPPED; AND, (3) REQUIRE INCREASED USE OF E.S.E.A TITLE I AND URBAN EDUCATION FUNDS FOR BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAMS. SPANISH TRANSLATION OF THIS DOCUMENT IS AVAILABLE FROM THE NEW YORK STATE EDUCATION DEPARTMENT, ALBANY. (AUTHOR/JM)

PART II: CITATIONS FROM

CURRENT INDEX TO JOURNALS IN EDUCATION

ACCESSION NUMBER: EJ050010

PUBLICATION DATE: SUM 71

TITLE: THE RELATIONSHIP OF ACCULTURATION TO EDUCATIONAL ACHIEVEMENT AND PSYCHOLOGICAL ADJUSTMENT IN CHICANO CHILDREN AND ADOLESCENTS: A REVIEW OF THE LITERATURE

PERSONAL AUTHOR: RAMIREZ, MANUEL III

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *ACCULTURATION; *LITERATURE REVIEWS; *MEXICAN AMERICANS; *PSYCHOLOGICAL NEEDS

JOURNAL CITATION: EL GRITO; 4; 4; 21-8

ACCESSION NUMBER: EJ050012

PUBLICATION DATE: JUL/OCT 71

TITLE: ADAPTIVE MECHANISMS EMPLOYED BY BICULTURAL STUDENTS IN URBAN SECONDARY SCHOOLS

PERSONAL AUTHOR: ARCINIEGA, THOMAS A.

DESCRIPTOR: *BICULTURALISM; *BILINGUALISM; *MEXICAN AMERICANS; *STUDENT BEHAVIOR; *URBAN EDUCATION

JOURNAL CITATION: URBAN EDUCATION; 6; 2/3; 233-242

ACCESSION NUMBER: EJ050057

PUBLICATION DATE: DEC 71

TITLE: SOCIOECONOMIC DIFFERENCES BETWEEN MIGRANTS AND NONMIGRANTS

PERSONAL AUTHOR: BLEVINS, AUDIE L., JR.

DESCRIPTOR: *ANGLO AMERICANS; *MEXICAN AMERICANS; *MIGRATION PATTERNS; *NEGROES; SOCIAL MOBILITY; *SOCIOECONOMIC STATUS; TABLES (DATA); URBAN IMMIGRATION

JOURNAL CITATION: RURAL SOCIOLOGY; 36; 4; 509-20

ACCESSION NUMBER: EJ050235

PUBLICATION DATE: SUM 71

TITLE: THE "3-4-5 CLUB"

PERSONAL AUTHOR: COOK, EUGENIA

DESCRIPTOR: ANGLO AMERICANS; BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; CULTURAL PLURALISM; *EDUCATIONAL PROGRAMS; *MEXICAN AMERICANS

IDENTIFIER: *THREE FOUR FIVE CLUB

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 4; 3; 22-26

ACCESSION NUMBER: EJ050500

PUBLICATION DATE: SUM 71

TITLE: THE DEFINERS AND THE DEFINED: A MENTAL HEALTH ISSUE

PERSONAL AUTHOR: SANCHEZ, ARMAND

DESCRIPTOR: CULTURAL FACTORS; *CULTURAL PLURALISM; *INDIVIDUAL PSYCHOLOGY; *MENTAL HEALTH PROGRAMS; *MEXICAN AMERICANS; *SERVICES; SOCIAL FACTORS

DISCUSSES THE CHICANO WAY OF BARRIO LIFE IN RELATION TO MENTAL HEALTH SERVICES. (MB)

JOURNAL CITATION: EL GRITO; 4; 4; 4-11

ACCESSION NUMBER: EJ050658

PUBLICATION DATE: SUM 71

TITLE: SPECIAL EDUCATION PLACEMENT AND MEXICAN AMERICANS

PERSONAL AUTHOR: ORTEGA, FRANK

DESCRIPTOR: *CLASSES (GROUPS OF STUDENTS); *MEXICAN AMERICANS; *PLACEMENT; RESEARCH; *SPECIAL EDUCATION; TABLES (DATA); *TEST BIAS

IDENTIFIER: CALIFORNIA

JOURNAL CITATION: EL GRITO; 4; 4; 29-35

ACCESSION NUMBER: EJ050741

PUBLICATION DATE: DEC 71

TITLE: WHY NOT A BILINGUAL PROGRAM?

PERSONAL AUTHOR: JASSEY, WILLIAM

DESCRIPTOR: AUDIOVISUAL AIDS; BICULTURALISM; *BILINGUALISM; ELEMENTARY SCHOOL STUDENTS; ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS; SECONDARY SCHOOL STUDENTS; *SPANISH SPEAKING; TEACHING TECHNIQUES

JOURNAL CITATION: AMERICAN FOREIGN LANGUAGE TEACHER; 2; 2; 15-19

ACCESSION NUMBER: EJ050911

PUBLICATION DATE: JAN 72

TITLE: EDUCATING CHICANO CHILDREN AND YOUTHS

PERSONAL AUTHOR: GUERRA, MANUEL H.

DESCRIPTOR: *ETHNIC STUDIES; *HUMANISM; *MEXICAN AMERICANS; *MINORITY GROUPS; SOCIAL PROBLEMS

CHICANO CHILDREN SHOULD LEARN THAT THEIR BILINGUAL AND BICULTURAL TRADITIONS ARE ADVANTAGES. THIS MEANS THAT THEIR TEACHERS MUST BE CURED OF THE "MELTING POT SYNDROME." (AUTHOR)

JOURNAL CITATION: PHI DELTA KAPPAN; 53; 5; 313-314

ACCESSION NUMBER: EJ051063

PUBLICATION DATE: SUM 71

TITLE: MEXICAN-AMERICANS AND THE DESEGREGATION OF SCHOOLS IN THE SOUTHWEST (WITH A SPECIAL SUPPLEMENT)

PERSONAL AUTHOR: SALINAS, GUADALUPE

DESCRIPTOR: *CIVIL RIGHTS; COURT LITIGATION; *EDUCATION; EQUAL PROTECTION; *HISTORY; *MEXICAN AMERICANS; *RACIAL INTEGRATION; RACIAL SEGREGATION

JOURNAL CITATION: EL GRITO; 4; 4; 36-69

ACCESSION NUMBER: EJ051794

PUBLICATION DATE: JAN 72

TITLE: A MEXICAN-AMERICAN MECCA

PERSONAL AUTHOR: LOPEZ, FRANK; PEREZ, JACK

DESCRIPTOR: *CULTURAL CENTERS; *MEXICAN AMERICANS; PARKS; *PROGRAM DESCRIPTIONS

IDENTIFIER: LOS ANGELES

JOURNAL CITATION: PARKS AND RECREATION; 7; 1; 89, 108

ACCESSION NUMBER: EJ051835

PUBLICATION DATE: DEC 71

TITLE: CIVIL RIGHTS AND EDUCATION FOR THE SPANISH SPEAKING

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; *BILINGUAL STUDENTS; *CIVIL RIGHTS; CIVIL RIGHTS; *EQUAL EDUCATION; LEGISLATION; MIGRANT EDUCATION; SCHOOL INTEGRATION; *SPANISH SPEAKING

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 4; 4; 11-16

ACCESSION NUMBER: EJ052164

PUBLICATION DATE: SEP-DEC 71

TITLE: BILINGUAL EDUCATION - A SECOND LOOK

PERSONAL AUTHOR: BELL, PAUL W.

DESCRIPTOR: AMERICAN INDIANS; *BILINGUAL EDUCATION; BILINGUALISM; CURRICULUM DESIGN; *ENGLISH (SECOND LANGUAGE); *LANGUAGE PROGRAMS; SECOND LANGUAGE LEARNING; SPANISH SPEAKING; TEACHER EDUCATION

PAPER PRESENTED AT THE TESOL CONVENTION, NEW ORLEANS, LOUISIANA, MARCH 1971. (VM)

JOURNAL CITATION: TESOL NEWSLETTER; 5; 3-4; 7, 29-30

ACCESSION NUMBER: EJ052207

PUBLICATION DATE: MAR 72

TITLE: THE POLITICS AND REALITIES OF BILINGUAL EDUCATION

PERSONAL AUTHOR: BADILLO, HERMAN

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; *BILINGUALISM; ENGLISH (SECOND LANGUAGE); FEDERAL LEGISLATION; FINANCIAL SUPPORT; MEXICAN AMERICANS; *POLITICAL ATTITUDES; SPANISH SPEAKING

IDENTIFIER: *BILINGUAL EDUCATION ACT

ADDRESS GIVEN AT THE FIFTH ANNUAL MEETING OF THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), IN CHICAGO, ILLINOIS, NOVEMBER 26, 1971. (DS)

JOURNAL CITATION: FOREIGN LANGUAGE ANNALS; 5; 3; 297-301

ACCESSION NUMBER: EJ052653

PUBLICATION DATE: NOV 71

TITLE: VALUES OF MEXICAN-AMERICAN, NEGRO, AND ANGLO BLUE-COLLAR AND WHITE-COLLAR CHILDREN

PERSONAL AUTHOR: WASSERMAN, SUSAN A.

DESCRIPTOR: *ANGLO AMERICANS; DATA ANALYSIS; ETHNIC STATUS; *HUMANISM; *MEXICAN AMERICANS; *NEGROES; SEX DIFFERENCES; *SOCIAL VALUES; *SOCIALIZATION; SOCIOECONOMIC STATUS

STUDY INVESTIGATED RELATIONSHIPS BETWEEN 4-YEAR OLDS' EXPRESSED HUMANITARIAN AND SUCCESS VALUE PREFERENCES AND THEIR ETHNICITY, SOCIOECONOMIC STATUS, AND SEX. (AUTHOR)

JOURNAL CITATION: CHILD DEVELOPMENT; 42; 5; 1624-8

ACCESSION NUMBER: EJ052913

PUBLICATION DATE: FEB 72

TITLE: TEACHING THE SPANISH-AMERICAN

PERSONAL AUTHOR: GARCIA, NELDA C.

DESCRIPTOR: *BUSINESS EDUCATION; *LANGUAGE SKILLS; REMEDIAL PROGRAMS; *SPANISH AMERICANS; SPEECH IMPROVEMENT; VOCABULARY DEVELOPMENT

JOURNAL CITATION: BUSINESS EDUCATION FORUM; 26; 5; 19-20

ACCESSION NUMBER: EJ053179

PUBLICATION DATE: MAR 72

TITLE: A GUIDE TO JOURNALS IN THE HISPANIC FIELD. REVISED EDITION

PERSONAL AUTHOR: BLEZNICK, DONALD W.

DESCRIPTOR: FOREIGN LANGUAGE PERIODICALS; GRAMMAR; LANGUAGE INSTRUCTION; LINGUISTICS; PERIODICALS; SCHOLARLY JOURNALS; *SPANISH; *SPANISH AMERICAN LITERATURE

SELECTED AND ANNOTATED LIST OF JOURNALS CENTRAL TO THE STUDY OF SPANISH AND SPANISH AMERICAN LANGUAGE AND LITERATURE. THE FIRST EDITION OF THE GUIDE APPEARED IN 1966. (DS)

JOURNAL CITATION: HISPANIA; 55; 1; 207-221

ACCESSION NUMBER: EJ053230

PUBLICATION DATE: FEB 72

TITLE: LITERATURE OF THE HUMAN RACE

PERSONAL AUTHOR: STANFORD, BARBARA DODDS

DESCRIPTOR: AFRICAN LITERATURE; *ENGLISH CURRICULUM; *LITERARY DISCRIMINATION; *LITERATURE; *LITERATURE PROGRAMS; *MINORITY GROUPS; *SPANISH AMERICAN LITERATURE; WORLD LITERATURE

ARTICLE DEALS WITH THE AUTHOR'S PROPOSALS FOR OVER-COMING RACISM AND PREJUDICE BY ADEQUATELY REPRESENTING MINORITY GROUPS WHEN TEACHING LITERATURE. THE AUTHOR ASSERTS THAT IT IS ESSENTIAL TO WORLD PEACE AND UNDERSTANDING TO BEGIN TEACHING THE LITERATURE OF THE HUMAN RACE, AND STOP TEACHING THE LITERATURE OF OUR OWN MINORITY. (AUTHOR/LF)

JOURNAL CITATION: ENGLISH JOURNAL; 61; 2; 205-9

ACCESSION NUMBER: EJ053424

PUBLICATION DATE: MAR 72

TITLE: SOME THOUGHTS FOR IMPROVING THE EFFECTIVENESS OF BILINGUAL PROGRAMS

PERSONAL AUTHOR: MAGANA, CONCEPTION L.

DESCRIPTOR: *BILINGUAL EDUCATION; *BILINGUALISM; ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS; LANGUAGE PROFICIENCY; MINORITY GROUPS; SPANISH SPEAKING

JOURNAL CITATION: HISPANIA; 55; 1; 109-110

ACCESSION NUMBER: EJ053753

PUBLICATION DATE: NOV 71

TITLE: FAMILY FACTORS RELATED TO COMPETENCE IN YOUNG DISADVANTAGED MEXICAN-AMERICAN CHILDREN

PERSONAL AUTHOR: STEDMAN, JAMES M.; MCKENZIE, RICHARD E.

DESCRIPTOR: *ADJUSTMENT (TO ENVIRONMENT); BEHAVIOR RATING SCALES; DATA ANALYSIS; *DISADVANTAGED YOUTH; *FAMILY ROLE; *LINGUISTIC COMPETENCE; MEASUREMENT INSTRUMENTS; *MEXICAN AMERICANS; *RESEARCH; SELF CONCEPT

JOURNAL CITATION: CHILD DEVELOPMENT; 42; 5; 1602-7

ACCESSION NUMBER: EJ053846

PUBLICATION DATE: JAN 72

TITLE: PERSONALITY VARIABLES OF ACHIEVING AND NON-ACHIEVING MEXICAN-AMERICAN AND OTHER COMMUNITY COLLEGE FRESHMEN

PERSONAL AUTHOR: HALL, LINCOLN H.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; COLLEGE FRESHMEN; COMMUNITY COLLEGES; MEXICAN AMERICANS; *PERSONALITY STUDIES; SELF CONCEPT; *SOCIOECONOMIC BACKGROUND; *SOCIOECONOMIC INFLUENCES

JOURNAL CITATION: JOURNAL OF EDUCATIONAL RESEARCH; 65; 5; 224-8

ACCESSION NUMBER: EJ054702

PUBLICATION DATE: MAR 72

TITLE: TEACHING ENGLISH TO MEXICAN AMERICAN PUPILS

PERSONAL AUTHOR: SCHMELTER, HUBERTA

DESCRIPTOR: *CARTOONS; *COMPOSITION (LITERARY); CROSS AGE TEACHING; GRADE 6; *MEXICAN AMERICANS; MOTIVATION; *STUDENT PROJECTS; *TEACHING TECHNIQUES

THE AUTHOR, A SIXTH GRADE TEACHER, EXPLAINS HOW SHE WAS ABLE TO USE CARTOONS AS AN INCENTIVE FOR STORY WRITING. (AS)

JOURNAL CITATION: TODAY'S EDUCATION; 61; 3; 41

ACCESSION NUMBER: EJ054964

PUBLICATION DATE: FEB 72

TITLE: RUN TO FREEDOM: CHICANOS AND HIGHER EDUCATION

PERSONAL AUTHOR: COTTLE, THOMAS J.

DESCRIPTOR: *DISADVANTAGED YOUTH; *HIGHER EDUCATION; *MEXICAN AMERICANS; *MINORITY GROUPS

IDENTIFIER: *ADAMS STATE COLLEGE (COLORADO)

JOURNAL CITATION: CHANGE; 4; 1; 34-41

ACCESSION NUMBER: EJ055587

PUBLICATION DATE: SPR 72

TITLE: "ETHNO-SEMATICS": EVOKING 'SHY' SPANISH-AMERICAN PUPILS BY CROSS-CULTURAL MEDIATION

PERSONAL AUTHOR: BURGER, HENRY G.

DESCRIPTOR: ANGLO AMERICANS; *CROSS CULTURAL STUDIES; *CULTURAL DIFFERENCES; CULTURE CONFLICT; *LANGUAGE ROLE; PSYCHOLOGICAL PATTERNS; SOCIOCULTURAL PATTERNS; *SPANISH AMERICANS

IDENTIFIER: *SHYNESS

CLASH OF CULTURES PRODUCES THE DEFEATISM ERRONEOUSLY CALLED SHYNESS IN THE SPANISH-SPEAKING CHILD. (AUTHOR/ML)

JOURNAL CITATION: ADOLESCENCE; 6; 25; 61-76

ACCESSION NUMBER: EJ055992

PUBLICATION DATE: MAR 72

TITLE: PERCEPTUAL, LANGUAGE, AND ACADEMIC ACHIEVEMENT OF ENGLISH, SPANISH, AND NAVAJO SPEAKING CHILDREN REFERRED FOR SPECIAL CLASSES

PERSONAL AUTHOR: SABATINO, DAVID A.; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *LANGUAGE HANDICAPS; LANGUAGE LEARNING LEVELS; *LEARNING DIFFICULTIES; NAVAHO; *NON ENGLISH SPEAKING; PERCEPTUAL DEVELOPMENT; *SECOND LANGUAGE LEARNING; SPANISH SPEAKING; *SPECIAL EDUCATION

TEST VARIABLES WHICH DISCRIMINATED AMONG THE NATIVE ENGLISH SPEAKING CHILDREN AND THE CHILDREN WHO SPOKE SPANISH OR NAVAJO NATIVELY WERE THOSE TASKS WHICH INVOLVED KNOWLEDGE OF THE LINGUISTIC RULES OF ENGLISH. SCHOOL LEARNING PROBLEMS WERE THE RESULT OF LIMITED LINGUISTIC COMPETENCE IN ENGLISH. (AUTHOR)

JOURNAL CITATION: JOURNAL OF SCHOOL PSYCHOLOGY; 10; 1; 39-46

ACCESSION NUMBER: EJ056080

PUBLICATION DATE: MAY 72

TITLE: DISSERTATIONS IN THE HISPANIC LANGUAGES AND LITERATURES - 1971

PERSONAL AUTHOR: HULET, CLAUDE L., COMP.

DESCRIPTOR: ANALYTICAL CRITICISM; DEGREES (TITLES); DOCTORAL THESES; GRADUATE STUDY; PORTUGUESE; *SPANISH; *SPANISH AMERICAN LITERATURE; *SPANISH LITERATURE

JOURNAL CITATION: HISPANIA; 55; 2; 278-292

ACCESSION NUMBER: EJ056081

PUBLICATION DATE: MAY 72

TITLE: AN INTERNATIONAL GUIDE OF COMPLETED THESES AND DISSERTATIONS IN THE HISPANIC LANGUAGES AND LITERATURES

PERSONAL AUTHOR: ZUBATSKY, DAVID S., COMP.

DESCRIPTOR: DOCTORAL THESES; INTERNATIONAL EDUCATION; LITERATURE GUIDES; *PORTUGUESE; PUBLICATIONS; *SPANISH; *SPANISH AMERICAN LITERATURE; *SPANISH LITERATURE

JOURNAL CITATION: HISPANIA; 55; 2; 293-302

ACCESSION NUMBER: EJ056293

PUBLICATION DATE: FEB 72

TITLE: LINGUISTIC ASSIMILATION IN THE CHILDREN OF IMMIGRANTS

PERSONAL AUTHOR: WOLFRAM, WALT

DESCRIPTOR: *CHILDREN; ENGLISH (SECOND LANGUAGE); ENVIRONMENTAL INFLUENCES; *IMMIGRANTS; INTERFERENCE (LANGUAGE LEARNING); *LANGUAGE DEVELOPMENT; LANGUAGE USAGE; NEGRO DIALECTS; SOCIOLINGUISTICS; SPANISH SPEAKING

JOURNAL CITATION: LINGUISTIC REPORTER; 14; 1; 1-3

ACCESSION NUMBER: EJ056358

PUBLICATION DATE: MAY 72

TITLE: THE LANGUAGE EXPERIENCE APPROACH FOR TEACHING BEGINNING READING IN BILINGUAL EDUCATION PROGRAMS

PERSONAL AUTHOR: LEVENSON, STANLEY

DESCRIPTOR: AMERICAN CULTURE; *BILINGUAL EDUCATION; *BILINGUALISM; CULTURE CONFLICT; ENGLISH (SECOND LANGUAGE); *READING INSTRUCTION; SECOND LANGUAGE LEARNING; SPANISH; SPANISH SPEAKING; TEACHING EXPERIENCE

JOURNAL CITATION: HISPANIA; 55; 2; 314-319

ACCESSION NUMBER: EJ056391

PUBLICATION DATE: APR 72

TITLE: THE SPANISH-SPEAKING FIVE-YEAR-OLD

PERSONAL AUTHOR: BROMAN, BETTY L.

DESCRIPTOR: *BILINGUAL STUDENTS; *KINDERGARTEN CHILDREN; LANGUAGE DEVELOPMENT; LEARNING ACTIVITIES; *SPANISH SPEAKING; TEACHER INFLUENCE; *VERBAL LEARNING

AUTHOR OBSERVED FOUR KINDERGARTEN CLASSES WHERE TEACHERS WERE ABLE TO SPEAK SPANISH; SPANISH-SPEAKING CHILDREN, BY VARIOUS METHODS, LEARNED SKILLS AND CONTENT AT THE SAME RATE AS ENGLISH-SPEAKING CHILDREN DID. (SP)

JOURNAL CITATION: CHILDHOOD EDUCATION; 48; 7; 362-4

ACCESSION NUMBER: EJ056501

PUBLICATION DATE: MAR 72

TITLE: STUDENT STRIKES IN EAST LOS ANGELES HIGH SCHOOLS

PERSONAL AUTHOR: HEUSSENSTAMM, F. K.

DESCRIPTOR: *ACTIVISM; BICULTURALISM; *BILINGUAL EDUCATION; HIGH SCHOOL STUDENTS; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; SOCIAL ATTITUDES; STRIKES; STUDENT ATTITUDES; *STUDENT SCHOOL RELATIONSHIP

THERE IS MUCH UNREST AMONG MEXICAN-AMERICAN STUDENTS IN LOS ANGELES BECAUSE THE STATE HAS NOT ADHERED TO THE 1849 TREATY OF GUADALUPE-HIDALGO WHICH SAYS BILINGUAL AND BICULTURAL EDUCATION WILL BE COMPULSORY FOR MEXICAN-AMERICANS. (AUTHOR/AF)

JOURNAL CITATION: SCHOOL AND SOCIETY; 100; 2340; 182-5

ACCESSION NUMBER: EJ056503

PUBLICATION DATE: MAR 72

TITLE: EQUAL OPPORTUNITY - FOR THE SPANISH SPEAKING AMERICAN

PERSONAL AUTHOR: SANCHEZ, DAVID J., JR.

DESCRIPTOR: CURRICULUM DEVELOPMENT; EDUCATIONAL DEVELOPMENT; EDUCATIONAL OBJECTIVES; ELEMENTARY SCHOOL COUNSELING; *EQUAL EDUCATION; *INTEGRATED CURRICULUM; *MINORITY GROUPS; *SPANISH SPEAKING

IDENTIFIER: DIFFERENTIAL STAFFING

PROPOSES AN INTEGRATED PROGRAM OF CHANGES IN THE EDUCATIONAL SYSTEM TO IMPLEMENT A TRUE EQUALITY OF OPPORTUNITY FOR SPANISH-SPEAKING AMERICANS. (AN)

JOURNAL CITATION: EDUCATIONAL FORUM; 36; 3; 383-7

ACCESSION NUMBER: EJ057396

PUBLICATION DATE: APR 72

TITLE: ENVIRONMENTAL PREDICTORS OF ACADEMIC PERFORMANCE OF DISADVANTAGED MEXICAN-AMERICAN CHILDREN

PERSONAL AUTHOR: HENDERSON, RONALD W.

DESCRIPTOR: *ACADEMIC PERFORMANCE; CHILD DEVELOPMENT; *DISADVANTAGED YOUTH; *ENVIRONMENTAL INFLUENCES; *MEXICAN AMERICANS; *PREDICTOR VARIABLES

JOURNAL CITATION: JOURNAL OF CONSULTING AND CLINICAL PSYCHOLOGY; 38; 2; 297

ACCESSION NUMBER: EJ057819

PUBLICATION DATE: SPR 71

TITLE: CHICANO SPANISH DIALECTS AND EDUCATION

PERSONAL AUTHOR: GARCIA, ERNEST

DESCRIPTOR: BIBLIOGRAPHIC CITATIONS; *DIALECTS; *EDUCATION; *LANGUAGE USAGE; *MEXICAN AMERICANS; *SPANISH SPEAKING

JOURNAL CITATION: AZTLAN-CHICANO JOURNAL OF THE SOCIAL SCIENCES AND THE ARTS; 2; 1; 67-77

ACCESSION NUMBER: EJ057820

PUBLICATION DATE: SPR 71

TITLE: SOME PHYSIOLOGICAL AND EDUCATIONAL ASPECTS OF BILINGUALISM

PERSONAL AUTHOR: RODRIGUEZ, DARIO E.

DESCRIPTOR: BIBLIOGRAPHIC CITATIONS; *BILINGUALISM; CURRICULUM DEVELOPMENT; *EDUCATIONAL NEEDS; LITERATURE REVIEWS; *PHYSIOLOGY; *SECOND LANGUAGES; SPANISH SPEAKING; *TEACHING

JOURNAL CITATION: AZTLAN-CHICANO JOURNAL OF THE SOCIAL SCIENCES AND THE ARTS: 2; 1; 79-104

ACCESSION NUMBER: EJ057939

PUBLICATION DATE: SUM 72

TITLE: MULTI-ETHNIC MEDIA: SELECTED BIBLIOGRAPHIES (SUPPLEMENT III)

DESCRIPTOR: AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES; CHINESE AMERICANS; *ETHNIC GROUPS; *ETHNIC STUDIES; JAPANESE AMERICANS; MEXICAN AMERICANS; NEGROES

THIS ARTICLE IS AN ANNOTATED LIST OF BIBLIOGRAPHIC ESSAYS AND BIBLIOGRAPHIES ON ETHNIC LITERATURE. (36 REFERENCES) (SJ)

JOURNAL CITATION: SCHOOL LIBRARIES; 21; 4; 47-54

ACCESSION NUMBER: EJ058043

PUBLICATION DATE: JAN 72

TITLE: NOSOTROS VENCEREMOS: CHICANO CONSCIOUSNESS AND CHANGE STRATEGIES

PERSONAL AUTHOR: RIVERA, GEORGE, JR.

DESCRIPTOR: *CHANGE AGENTS; MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; *POWER STRUCTURE; *SOCIAL CHANGE

THE ARTICLE INTRODUCES READERS TO PERSPECTIVES AND ISSUES OF THE CHICANO MOVEMENT FOR THE PURPOSES OF RAISING CHANGE AGENT AWARENESS AND INCREASING CHANGE AGENT SUSCEPTIBILITY TO INVOLVEMENT IN THE MOVEMENT. (AUTHOR)

JOURNAL CITATION: JOURNAL OF APPLIED BEHAVIORAL SCIENCE; 8; 1; 56-71

ACCESSION NUMBER: EJ058056

PUBLICATION DATE: SPR 71

TITLE: TOWARD THE STUDY OF CHICANO COLONIALISM

PERSONAL AUTHOR: ALMAGUER, TOMAS

DESCRIPTOR: BIBLIOGRAPHIC CITATIONS; *COLONIALISM; ECONOMIC DEVELOPMENT; *EMPLOYMENT; *HISTORY; *MEXICAN AMERICANS; *SOCIOECONOMIC BACKGROUND

JOURNAL CITATION: AZTLAN-CHICANO JOURNAL OF THE SOCIAL SCIENCES AND THE ARTS; 2; 1; 7-21

ACCESSION NUMBER: EJ058164

PUBLICATION DATE: SPR 71

TITLE: SKIN COLOR AS A FACTOR OF RACIAL IDENTIFICATION AND PREFERENCE OF YOUNG CHICANO CHILDREN

PERSONAL AUTHOR: COTA-ROBLES DE SUAREZ, CECILIA

DESCRIPTOR: BIAS; IDENTIFICATION (PSYCHOLOGICAL); *MEXICAN AMERICANS; PERCEPTION; *PRESCHOOL CHILDREN; *RACIAL ATTITUDES; *RACIAL CHARACTERISTICS; *RESEARCH; SELF CONCEPT; SOCIAL DISCRIMINATION

JOURNAL CITATION: AZTLAN-CHICANO JOURNAL OF THE SOCIAL SCIENCES AND THE ARTS: 2; 1; 107-150

ACCESSION NUMBER: EJ058309

PUBLICATION DATE: SPR 71

TITLE: TOWARD THE STUDY OF CHICANO URBAN ADAPTATION: THE MULTIVARIATE ENVIRONMENTAL TAXONOMY

PERSONAL AUTHOR: CUELLAR, JOSE B.

DESCRIPTOR: *ACCULTURATION; BIBLIOGRAPHIC CITATIONS; DEMOGRAPHY; *MEXICAN AMERICANS; *MIGRATION; SOCIOECONOMIC BACKGROUND; TABLES (DATA); *TAXONOMY; *URBANIZATION

JOURNAL CITATION: AZTLAN-CHICANO JOURNAL OF THE SOCIAL SCIENCES AND THE ARTS; 2; 1; 37-65

ACCESSION NUMBER: EJ058509

PUBLICATION DATE: JUN 72

TITLE: THE DEVELOPMENT OF DEMOCRATIC VALUES AND BEHAVIOR AMONG MEXICAN-AMERICAN CHILDREN

PERSONAL AUTHOR: SOLOMON, DANIEL; AND OTHERS

DESCRIPTOR: AGE DIFFERENCES; *DEMOCRATIC VALUES; *ELEMENTARY SCHOOL STUDENTS; *GROUP BEHAVIOR; *MEXICAN AMERICANS; *POLITICAL SOCIALIZATION; RESPONSE MODE; TABLES (DATA)

IT IS THE THESIS OF THIS STUDY THAT VALUES WHICH GOVERN POLITICAL BEHAVIOR DEVELOP OUT OF MORE GENERAL VALUES WHICH CAN APPLY TO VIRTUALLY AND KIND OF GROUP INTERACTION. (AUTHORS)

JOURNAL CITATION: CHILD DEVELOPMENT; 43; 2; 625-38

ACCESSION NUMBER: EJ058795

PUBLICATION DATE: JUN 72

TITLE: THE EFFECT OF EXAMINER ETHNICITY AND LANGUAGE ON THE PERFORMANCE OF BILINGUAL MEXICAN-AMERICAN FIRST GRADERS

PERSONAL AUTHOR: GARCIA, ANGELA B.; ZIMMERMAN, BARRY J.

DESCRIPTOR: *BILINGUAL STUDENTS; *BILINGUAL TEACHERS; BILINGUALISM; CULTURAL INTERRELATIONSHIPS; *EDUCATIONAL RESEARCH; ETHNIC GROUPS; GRADE 1; *LANGUAGE SKILLS; *MEXICAN AMERICANS; PERFORMANCE

JOURNAL CITATION: JOURNAL OF SOCIAL PSYCHOLOGY; 87; 1; 3-11

ACCESSION NUMBER: EJ059132

PUBLICATION DATE: MAY-JUN 72

TITLE: EL "AMERICAN WAY OF LIFE" ES LA VIOLENCIA (THE AMERICAN WAY OF LIFE IS VIOLENT)

PERSONAL AUTHOR: CORDOVA, LUIS

DESCRIPTOR: ACTIVISM; AUTHORS; *LATIN AMERICAN CULTURE; POLITICAL ATTITUDES; SOCIAL CHANGE; *SPANISH AMERICAN LITERATURE; *TWENTIETH CENTURY LITERATURE

IDENTIFIER: MEXICO; *UNITED STATES

JOURNAL CITATION: CUADERNOS AMERICANOS; 182; 3; 56-60

ACCESSION NUMBER: EJ059316

PUBLICATION DATE: JUN 72

TITLE: OBSERVATION, REPETITION, AND ETHNIC BACKGROUND IN CONCEPT ATTAINMENT AND GENERALIZATION

PERSONAL AUTHOR: ZIMMERMAN, BARRY J.; ROSENTHAL, TED L.

DESCRIPTOR: ANGLO AMERICANS; *CONCEPT FORMATION; *CROSS CULTURAL STUDIES; *GENERALIZATION; GRADE 5; MEXICAN AMERICANS; *MODELS; *SOCIOECONOMIC STATUS; TABLES (DATA); TASK PERFORMANCE

ATTAINING AND GENERALIZING A NEW CONCEPT WERE STUDIED IN MEXICAN- AND ANGLO-AMERICAN FIFTH GRADERS. BOTH MODELING AND REPETITION IMPROVED PERFORMANCE. (AUTHORS/MB)

JOURNAL CITATION: CHILD DEVELOPMENT; 43; 2; 605-13

ACCESSION NUMBER: EJ059338

PUBLICATION DATE: W 71-72

TITLE: APUNTES PARA LA DOCUMENTACION DE LA CULTURA CHICANA (NOTES FOR THE DOCUMENTATION OF THE CHICANO CULTURE)

PERSONAL AUTHOR: PADILLA, RAY

DESCRIPTOR: *BIBLIOGRAPHIES; *DOCUMENTATION; *HISTORY; *LITERATURE REVIEWS; *MEXICAN AMERICANS; SUPPLEMENTARY READING MATERIALS

ALTHOUGH THE TITLE IS IN SPANISH, THIS ARTICLE IS WRITTEN IN ENGLISH TO PROVIDE A TENTATIVE EVALUATION OF CHICANO BIBLIOGRAPHIES. (NQ)

JOURNAL CITATION: EL GRITO: A JOURNAL OF CONTEMPORARY MEXICAN AMERICAN THOUGHT; 5; 2; 3-46

ACCESSION NUMBER: EJ059432

PUBLICATION DATE: JUN 72

TITLE: SOCIAL MODELING AND VOCATIONAL BEHAVIORS OF MEXICAN-AMERICAN AND NON-MEXICAN-AMERICAN ADOLESCENTS

PERSONAL AUTHOR: STILWELL, WILLIAM E.; THORESEN, CARL E.

DESCRIPTOR: *ADOLESCENTS; *BEHAVIOR PATTERNS; ETHNIC GROUPS; GRADE 10; MEXICAN AMERICANS; MODELS; *SOCIAL INFLUENCES; *VOCATIONAL DEVELOPMENT

EFFECTS OF SOCIAL MODELING ON 247 10TH GRADE MEXICAN AMERICAN AND NON-MEXICAN AMERICAN BOYS WERE INVESTIGATED. (AUTHOR)

JOURNAL CITATION: VOCATIONAL GUIDANCE QUARTERLY; 20; 4; 279-286

ACCESSION NUMBER: EJ059444

PUBLICATION DATE: JUN/JUL 72

TITLE: CHICANOS IN THE COMMUNITY COLLEGE

PERSONAL AUTHOR: BARRON, JOSE

DESCRIPTOR: *CULTURAL AWARENESS; *ETHNIC GROUPS; *JUNIOR COLLEGES; *MEXICAN AMERICANS; MINORITY GROUP TEACHERS; *STUDENT NEEDS; TEACHING METHODS

UNDERSTANDING THE CULTURAL DISTINCTIONS AND SPECIAL LEARNING NEEDS OF THE MEXICAN-AMERICAN STUDENT CONTRIBUTES TO EFFECTIVE TEACHING AND COUNSELING METHODS. (RN)

JOURNAL CITATION: JUNIOR COLLEGE JOURNAL; 42; 9; 23-26

ACCESSION NUMBER: EJ059448

PUBLICATION DATE: W 71-72

TITLE: A BIBLIOGRAPHY OF BIBLIOGRAPHIES RELATING TO STUDIES OF MEXICAN AMERICANS

PERSONAL AUTHOR: MORENO, JOSEPH A. CLARK

DESCRIPTOR: ADULT EDUCATION; *BIBLIOGRAPHIES; *BILINGUAL EDUCATION; EDUCATION; *MEXICAN AMERICANS; MIGRANT EDUCATION; *READING MATERIALS; RESOURCE MATERIALS

CONTAINS 457 CITATIONS. (NQ)

JOURNAL CITATION: EL GRITO: A JOURNAL OF CONTEMPORARY MEXICAN AMERICAN THOUGHT; 5; 2; 47-79

ACCESSION NUMBER: EJ060103

PUBLICATION DATE: WIN 71

TITLE: SWAP SHOP

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY SERVICE PROGRAMS; COMMUNITY SERVICES; EDUCATIONALLY DISADVANTAGED; *JUNIOR COLLEGES; *MEXICAN AMERICANS; *MOBILE EDUCATIONAL SERVICES; RURAL EDUCATION

IDENTIFIER: CALIFORNIA

PALOMAR COMMUNITY COLLEGE (CALIFORNIA) HAS USED A MOBILE VAN WITH CLASSROOM AND TUTORIAL FACILITIES, COUNSELING AND INFORMATION SERVICES TO REACH INDIAN AND MEXICAN-AMERICAN STUDENTS IN THE AREA. (RN)

JOURNAL CITATION: COMMUNITY SERVICES CATALYST; 1; 1; 3-6

ACCESSION NUMBER: EJ060217

PUBLICATION DATE: W 72

TITLE: OREGON'S CHICANOS' FIGHT FOR EQUALITY

PERSONAL AUTHOR: MARTINEZ, FRANK

DESCRIPTOR: AGRICULTURAL LABORERS; EQUAL OPPORTUNITIES (JOBS); *LABOR UNIONS; *MEXICAN AMERICANS; *MIGRANT EMPLOYMENT; MIGRANT PROBLEMS; *MIGRANT WORKERS; *MINORITY GROUPS; SEASONAL LABORERS

IDENTIFIER: OREGON

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 5; 1; 17-22

ACCESSION NUMBER: EJ060218

PUBLICATION DATE: W 72

TITLE: VENGO DEL VALLE: PART II

PERSONAL AUTHOR: CASAVANTES, EDWARD

DESCRIPTOR: *BLUE COLLAR OCCUPATIONS; CULTURAL DIFFERENCES; CULTURE CONFLICT; ECONOMIC FACTORS; *EMPLOYMENT OPPORTUNITIES; INCOME; *JOB TRAINING; *MEXICAN AMERICANS; MIGRANT WORKERS

IDENTIFIER: TEXAS

THE SECOND OF TWO ARTICLES CONCERNING A PROGRAM DESIGNED TO TRAIN MIGRANT, SEMI-SKILLED, AND UNSKILLED MEXICAN AMERICAN WORKERS FOR STABLE, WELL-PAYING JOBS. THE FIRST ARTICLE APPEARED IN THE SUMMER 1971 ISSUE OF "CIVIL RIGHTS DIGEST," VOLUME 4, NUMBER 3. (RJ)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 5; 1; 23-28

ACCESSION NUMBER: EJ060715

PUBLICATION DATE: JUN 72

TITLE: WHAT CHARACTERISTICS CAN "EXPERTS" RELIABLY EVALUATE IN THE SPEECH OF BLACK AND MEXICAN-AMERICAN CHILDREN?

PERSONAL AUTHOR: NATALICIO, DIANA S.; WILLIAMS, FREDERICK

DESCRIPTOR: *CHILDREN; *DIALECT STUDIES; GRAMMAR; *LANGUAGE INSTRUCTION; *LANGUAGE RESEARCH; MEXICAN AMERICANS; *MINORITY GROUPS; NEGROES; PHONOLOGY; TEACHER EDUCATION

PROJECT WAS A PART OF A TEACHER CORPS ASSISTANCE PROGRAM CARRIED OUT BY THE CENTER FOR COMMUNICATION RESEARCH AT THE UNIVERSITY OF TEXAS, AUSTIN. (VM)

JOURNAL CITATION: TESOL QUARTERLY; 6; 2; 121-127

ACCESSION NUMBER: EJ060718

PUBLICATION DATE: JUN 72

TITLE: DEVELOPING INSTRUCTIONAL MATERIALS FOR A BILINGUAL PROGRAM

PERSONAL AUTHOR: ROSCOE, CAROLE

DESCRIPTOR: *BILINGUAL EDUCATION; CULTURAL EDUCATION; *CURRICULUM DEVELOPMENT; ELEMENTARY SCHOOLS; *ENGLISH (SECOND LANGUAGE); *INSTRUCTIONAL MATERIALS; LANGUAGE FLUENCY; *LANGUAGE PROGRAMS; PROGRAM EVALUATION; SPANISH SPEAKING

PAPER PRESENTED IN MARCH 1971, AT THE TESOL CONVENTION IN NEW ORLEANS, LA. (VM)

JOURNAL CITATION: TESOL QUARTERLY; 6; 2; 163-166

ACCESSION NUMBER: EJ060914

PUBLICATION DATE: JUN 72

TITLE: A SECOND CHANCE FOR HISPANIC RESIDENTS

PERSONAL AUTHOR: LOUGHERY, JOSEPH

DESCRIPTOR: ACCULTURATION; *ADULT EDUCATION; *LANGUAGE ROLE; SECOND LANGUAGE LEARNING; *SPANISH SPEAKING

ARTICLE DISCUSSES NATIVE LANGUAGE INSTRUCTION FOR SPANISH SPEAKING ADULTS IN THIS COUNTRY. (MM)

JOURNAL CITATION: ADULT LEADERSHIP; 21; 2; 49-50

ACCESSION NUMBER: EJ060919

PUBLICATION DATE: MAY 72

TITLE: INITIAL CONTACTS WITH MEXICAN-AMERICAN FAMILIES

PERSONAL AUTHOR: AGUILAR, IGNACIO

DESCRIPTOR: BEHAVIOR PATTERNS; *COUNSELING EFFECTIVENESS; *CULTURAL FACTORS; *ETHNIC GROUPS; FAMILY (SOCIOLOGICAL UNIT); HELPING RELATIONSHIP; *MEXICAN AMERICANS; SOCIAL VALUES; *SOCIAL WORK

THE AUTHOR POINTS OUT CULTURAL VALUES AND PATTERNS OF BEHAVIOR AMONG MEXICAN-AMERICANS AND BARRIERS TO ASSIMILATION IN AN ALIEN SOCIETY THAT DEMAND ADAPTATION OF THE INITIAL CONTACT PHASES OF SOCIAL WORK. HOW THE TECHNIQUE WAS ADAPTED TO PROVIDE EFFECTIVE COUNSELING AND ACHIEVE AGENCY-CLIENT PARTNERSHIP IS ILLUSTRATED. (AUTHOR)

JOURNAL CITATION: SOCIAL WORK; 17; 3; 66-70

ACCESSION NUMBER: EJ060936

PUBLICATION DATE: JUN 72

TITLE: SPANISH-SPEAKING STUDENTS AND STANDARDIZED TESTS

PERSONAL AUTHOR: ZIRKEL, PERRY ALAN

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *BILINGUAL STUDENTS; CULTURE FREE TESTS; *INTELLIGENCE TESTS; MINORITY GROUP CHILDREN; PERFORMANCE TESTS; *SPANISH AMERICANS; *SPANISH SPEAKING; *STANDARDIZED TESTS

A REVIEW OF RESEARCH REVEALS LINGUISTIC, CULTURAL, AND PSYCHOLOGICAL DIFFICULTIES FOR SPANISH-SPEAKING CHILDREN ON STANDARDIZED TESTS OF ACADEMIC ACHIEVEMENT AND APTITUDE. (RJ)

JOURNAL CITATION: URBAN REVIEW; 5; 6; 32-40

ACCESSION NUMBER: EJ061225

PUBLICATION DATE: JUL 72

TITLE: A COMPARISON OF MEXICAN AND MEXICAN-AMERICAN FAMILIES

PERSONAL AUTHOR: STATON, ROSS D.

DESCRIPTOR: *ETHNIC GROUPS; *FAMILY (SOCIOLOGICAL UNIT); FAMILY RELATIONSHIP; *FAMILY STRUCTURE; *MEXICAN AMERICANS

AN ATTEMPT WAS MADE TO ASCERTAIN SOME OF THE MAJOR FEATURES OF THE MEXICAN FAMILY WHICH HAVE BEEN RETAINED BY THE MEXICAN-AMERICAN FAMILY WITHIN THE UNITED STATES. AVAILABLE LITERATURE WHICH COMMENTED ON THE FAMILY SYSTEMS WAS SURVEYED. (AUTHOR)

JOURNAL CITATION: FAMILY COORDINATOR; 21; 3; 325-330

ACCESSION NUMBER: EJ062286

PUBLICATION DATE: SUM 72

TITLE: ON BILINGUAL EDUCATION

PERSONAL AUTHOR: REICH, JEROME R.; REICH, MICHAEL S.

DESCRIPTOR: *BILINGUAL EDUCATION; *CULTURAL DIFFERENCES; CULTURALLY DISADVANTAGED; *ENGLISH (SECOND LANGUAGE); LANGUAGE PROGRAMS; MIDDLE CLASS VALUES; SELF CONCEPT; SPANISH AMERICANS; TEACHER ROLE; *TEACHING MODELS

JOURNAL CITATION: ILLINOIS SCHOOLS JOURNAL; 52; 2; 26-34

ACCESSION NUMBER: EJ062321

PUBLICATION DATE: JUN 72

TITLE: AUDITORY COMPREHENSION OF ENGLISH BY MONOLINGUAL AND BILINGUAL PRESCHOOL CHILDREN

PERSONAL AUTHOR: CARROW, ELIZABETH

DESCRIPTOR: *AUDITORY PERCEPTION; *BILINGUAL STUDENTS; DISADVANTAGED YOUTH; ENGLISH; EXCEPTIONAL CHILD RESEARCH; LINGUISTICS; *LISTENING COMPREHENSION; *LOW INCOME GROUPS; MEXICAN AMERICANS; *PRESCHOOL CHILDREN

JOURNAL CITATION: JOURNAL OF SPEECH AND HEARING RESEARCH; 15; 2; 407-12

256

ACCESSION NUMBER: EJ062466

PUBLICATION DATE: AUG 31 72

TITLE: THE CHICANOS

PERSONAL AUTHOR: WOMACK, JOHN, JR.

DESCRIPTOR: ACCULTURATION; AMERICAN HISTORY; CULTURAL PLURALISM; *ETHNIC GROUPS; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; *SPANISH AMERICANS; SPANISH SPEAKING; STEREOTYPES

IDENTIFIER: *CHICANOS

JOURNAL CITATION: NEW YORK REVIEW OF BOOKS; 19; 3; 12-18

ACCESSION NUMBER: EJ062921

PUBLICATION DATE: SEP 72

TITLE: EFFECTS OF MODELING AND REINFORCEMENT ON THE ACQUISITION AND GENERALIZATION OF QUESTION-ASKING BEHAVIOR

PERSONAL AUTHOR: ZIMMERMAN, BARRY J.; PIKE, EARL O.

DESCRIPTOR: *BEHAVIOR CHANGE; *DISADVANTAGED YOUTH; GENERALIZATION; GRADE 2; MEXICAN AMERICANS; MODELS; *OBSERVATIONAL LEARNING; *QUESTIONING TECHNIQUES; *SOCIAL REINFORCEMENT; TABLES (DATA)

THE QUESTION-ASKING BEHAVIOR OF DISADVANTAGED MEXICAN-AMERICAN SECOND-GRADE CHILDREN WAS FOUND READILY MODIFIABLE USING AN ADULT MODEL OFFERING CONTINGENT PRAISE. (AUTHORS)

JOURNAL CITATION: CHILD DEVELOPMENT; 43; 3; 892-907

ACCESSION NUMBER: EJ062974

PUBLICATION DATE: SEP 72

TITLE: THE COLLEGE DREAM FOR INNER-CITY YOUNGSTERS

PERSONAL AUTHOR: HARRINGTON, JOHNS

DESCRIPTOR: COLLEGE CHOICE; *COLLEGE HIGH SCHOOL COOPERATION; *COUNSELING CENTERS; COUNSELING PROGRAMS; *EDUCATIONAL COUNSELING; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO STUDENTS; POST HIGH SCHOOL GUIDANCE; RELEVANCE (EDUCATION)

IDENTIFIER: MDCAC

DESCRIBES SUCCESSFUL CREATIVE COUNSELING PROGRAMS FOR BLACKS AND CHICANOS IN LOS ANGELES. (AUTHOR)

JOURNAL CITATION: PHI DELTA KAPPAN; 54; 1; 53-55

ACCESSION NUMBER: EJ062984

PUBLICATION DATE: JUL 72

TITLE: MEXICAN-AMERICAN ACHIEVEMENT HINDERED BY CULTURE CONFLICT

PERSONAL AUTHOR: JUSTON, NEAL

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ACCULTURATION; *CULTURE CONFLICT; GOAL ORIENTATION; HIGH SCHOOL STUDENTS; INDIVIDUAL POWER; *MALES; *MEXICAN AMERICANS; SOCIOCULTURAL PATTERNS; *URBAN AREAS

JOURNAL CITATION: SOCIOLOGY AND SOCIAL RESEARCH; 56; 4; 471-9

258

ACCESSION NUMBER: EJ062985

PUBLICATION DATE: SPR 72

TITLE: MESTIZAJE IN 19TH CENTURY TEXAS

PERSONAL AUTHOR: DICKENS, E. LARRY

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *ETHNOLOGY; GOVERNMENT ROLE; INTERGROUP RELATIONS; INTERMARRIAGE; *MEXICAN AMERICAN HISTORY; *MIGRATION; SLAVERY

IDENTIFIER: *TEXAS

JOURNAL CITATION: JOURNAL OF MEXICAN AMERICAN HISTORY; 2; 2; 57-70

ACCESSION NUMBER: EJ063193

PUBLICATION DATE: SEP 72

TITLE: BILINGUALISM AND THE MEASUREMENT OF INTELLIGENCE AND VERBAL LEARNING ABILITY

PERSONAL AUTHOR: HICKEY, TOM

DESCRIPTOR: *BILINGUAL STUDENTS; DISADVANTAGED YOUTH; *EXCEPTIONAL CHILD RESEARCH; *INTELLIGENCE LEVEL; *MEASUREMENT; MEXICAN AMERICANS; PRESCHOOL CHILDREN; SENTENCE STRUCTURE; VERBAL ABILITY; *VERBAL LEARNING

THE STUDY ANALYZED SOME OF THE PROBLEMS OF MEASURING INTELLIGENCE AND VERBAL LEARNING ABILITY AMONG MEXICAN-AMERICAN PRESCHOOLERS. (AUTHOR)

JOURNAL CITATION: EXCEPTIONAL CHILDREN; 39; 1; 24-8

ACCESSION NUMBER: EJ063438

PUBLICATION DATE: OCT 72

TITLE: SPANISH AMERICAN LITERARY BIBLIOGRAPHY - 1970 AND 1971

PERSONAL AUTHOR: JOHNSON, HARVEY L.

DESCRIPTOR: ANALYTICAL CRITICISM; *BIBLIOGRAPHIES; BOOKS; DOCTORAL THESES; *LITERATURE REVIEWS; MICROFILM; NOVELS; PERIODICALS; PROSE; *SPANISH AMERICAN LITERATURE

PART OF A REPORT PRESENTED AT THE ANNUAL MEETING OF THE MODERN LANGUAGE ASSOCIATION OF AMERICA IN NEW YORK, NEW YORK, DECEMBER 1970. (DS)

JOURNAL CITATION: MODERN LANGUAGE JOURNAL; 56; 6; 365-373

ACCESSION NUMBER: EJ063720

PUBLICATION DATE: JUN-JUL 72

TITLE: DECLARACIONES DE ROBERT LADO SOBRE EL IDIOMA ESPANOL EN U.S.A. (ROBERT LADO TALKS ABOUT THE SPANISH LANGUAGE IN THE UNITED STATES)

PERSONAL AUTHOR: SAEZ- ANGULO, J.

DESCRIPTOR: BILINGUALISM; COLLEGE LANGUAGE PROGRAMS; *LANGUAGE INSTRUCTION; LANGUAGE ROLE; LANGUAGE TEACHERS; *SPANISH; *SPANISH SPEAKING

IDENTIFIER: *LADO (ROBERT)

CONVERSATION BETWEEN SPANISH JOURNALIST J. SAEZ-ANGULO AND ROBERT LADO, DEAN OF THE SCHOOL OF LANGUAGES AND LINGUISTICS AT GEORGETOWN UNIVERSITY, WASHINGTON, D.C. (DS)

JOURNAL CITATION: YELMO; 6; 29-30

ACCESSION NUMBER: EJ063968

PUBLICATION DATE: SEP-OCT 72

TITLE: CHRONICLE OF RACE AND SCHOOLS, JUNE-JULY, 1972

PERSONAL AUTHOR: WEINBERG, MEYER

DESCRIPTOR: BUS TRANSPORTATION; *EDUCATIONAL DIAGNOSIS; EDUCATIONAL LEGISLATION; FEDERAL LEGISLATION; *INTEGRATION LITIGATION; *MEXICAN AMERICANS; *PUBLIC OPINION; *SCHOOL INTEGRATION; STUDENT TRANSPORTATION

JOURNAL CITATION: INTEGRATED EDUCATION; 10; 5; 12-23

ACCESSION NUMBER: EJ064024

PUBLICATION DATE: SEP 72

TITLE: A COMMENT ON NEDLER AND SEBERA'S "INTERVENTION STRATEGIES FOR SPANISH-SPEAKING PRESCHOOL CHILDREN"

PERSONAL AUTHOR: GILLMORE, GERALD M.; STALLINGS, WILLIAM M.

DESCRIPTOR: *EVALUATION; *INTERVENTION; *PRESCHOOL CHILDREN; *RESEARCH DESIGN; *SPANISH SPEAKING; STATISTICAL ANALYSIS

NEDLER AND SEBERA'S ARTICLE APPEARED IN CHILD DEVELOPMENT, VOL 42, 1971, P 259-267. A FURTHER COMMENT APPEARS IN PS 502 100. (MB)

JOURNAL CITATION: CHILD DEVELOPMENT; 43; 3; 1035-8

ACCESSION NUMBER: EJ064025

PUBLICATION DATE: SEP 72

TITLE: A RESPONSE TO GILMORE AND STALLINGS REGARDING A PAPER BY NEDLER AND SABERA (1971)

PERSONAL AUTHOR: RANDALL, ROBERT S.

DESCRIPTOR: *INTERVENTION; *PRESCHOOL CHILDREN; *RESEARCH DESIGN; *SPANISH SPEAKING; *STATISTICAL ANALYSIS

RESPONSE TO ARTICLE PS 502 099. (MB)

JOURNAL CITATION: CHILD DEVELOPMENT; 43; 3; 1039-40

ACCESSION NUMBER: EJ064308

PUBLICATION DATE: F 71

TITLE: THE RELATIONS AMOND ANOMIE, DOGMATISM, AND SELECTED PERSONAL-SOCIAL FACTORS IN ASOCIAL ADOLESCENT BOYS

PERSONAL AUTHOR: EWING, DORLESA B.

DESCRIPTOR: *ADOLESCENTS; *ANTI SOCIAL BEHAVIOR; CAUCASIANS; MALES; MEXICAN AMERICANS; NEGROES; *PERSONALITY PROBLEMS; SECONDARY SCHOOL STUDENTS; *SELF CONCEPT; *SOCIAL ATTITUDES

JOURNAL CITATION: JOURNAL OF SOCIAL ISSUES; 27; 4; 159-169

ACCESSION NUMBER: EJ064859

PUBLICATION DATE: OCT 72

TITLE: ETHNIC DIFFERENCES IN PSYCHOLINGUISTIC ABILITIES

PERSONAL AUTHOR: KIRK, SAMUEL A.

DESCRIPTOR: AMERICAN INDIANS; *DISADVANTAGED YOUTH; *ETHNIC GROUPS; *EXCEPTIONAL CHILD RESEARCH; MEMORY; MEXICAN AMERICANS; NEGRO YOUTH; *PSYCHOLINGUISTICS; *RESEARCH REVIEWS (PUBLICATIONS); STATISTICAL DATA

JOURNAL CITATION: EXCEPTIONAL CHILDREN; 39; 2; 112-8

ACCESSION NUMBER: EJ064891

PUBLICATION DATE: OCT 72

TITLE: SAFETY'S THE SAME - IN ANY LANGUAGE

PERSONAL AUTHOR: CALVERT, LEONARD J.

DESCRIPTOR: *DRIVER EDUCATION; *EXTENSION EDUCATION; *NON ENGLISH SPEAKING; SPANISH SPEAKING; TEACHER DEVELOPED MATERIALS; *TRAFFIC SAFETY; *VOLUNTEERS

IDENTIFIER: OREGON

WOMEN EXTENSION VOLUNTEERS IN OREGON TEACHING DEFENSIVE DRIVING CLASSES DEVELOPED SPANISH AND RUSSIAN MATERIALS FOR NON-ENGLISH SPEAKING RESIDENTS. (SP)

JOURNAL CITATION: EXTENSION SERVICE REVIEW; 43; 10; 8-9

ACCESSION NUMBER: EJ065128

PUBLICATION DATE: SEP-OCT 72

TITLE: THE EFFECT OF INTERNAL ACCOUNTABILITY ON THE DEVELOPMENT OF A BILINGUAL PROGRAM

PERSONAL AUTHOR: OFFENBERG, ROBERT M.

DESCRIPTOR: BEHAVIORAL OBJECTIVES; *BILINGUAL EDUCATION; CURRICULUM DEVELOPMENT; *EDUCATIONAL ACCOUNTABILITY; *EDUCATIONAL OBJECTIVES; *PERFORMANCE CRITERIA; *PROGRAM DEVELOPMENT; PROGRAM EVALUATION; SPANISH SPEAKING

IDENTIFIER: PHILADELPHIA

AUTHOR ATTEMPTS TO SHOW THE PHILADELPHIA BILINGUAL PROGRAM, LET'S BE AMIGOS, FUNDED UNDER TITLE VII, WAS INDEED CHANGED AS THE PROGRAM STAFF CAME TO GRIPS WITH THE PROBLEM OF BUILDING-IN ACCOUNTABILITY. (AUTHOR/CB)

JOURNAL CITATION: EDUCATION; 93; 1; 73-9

ACCESSION NUMBER: EJ065507

PUBLICATION DATE: OCT 72

TITLE: NO HABLO INGLES

PERSONAL AUTHOR: WASSERMAN, PAUL; WASSERMAN, SUSAN

DESCRIPTOR: *BILINGUAL EDUCATION; *ENGLISH (SECOND LANGUAGE); LANGUAGE PROGRAMS; *MEXICAN AMERICANS

GIVES PROGRAM GUIDELINES, SAMPLE LESSON, AND LANGUAGE ACTIVITIES FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE. (GB)

JOURNAL CITATION: ELEMENTARY ENGLISH; 49; 6; 832-5

ACCESSION NUMBER: EJ065659

PUBLICATION DATE: SEP-OCT 72

TITLE: SOCIO-CULTURAL FACTORS IN EDUCATING DISADVANTAGED CHILDREN.

PERSONAL AUTHOR: ADKINS, PATRICIA G.

DESCRIPTOR: *BILINGUAL STUDENTS; *CULTURAL DIFFERENCES; CULTURAL EXCHANGE; *DISADVANTAGED YOUTH; EDUCATIONAL CHANGE; *EDUCATIONAL PROBLEMS; LANGUAGE SKILLS; SOCIOECONOMIC INFLUENCES; *SPANISH SPEAKING

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JOURNAL CITATION: EDUCATION; 93; 1; 32-5

ACCESSION NUMBER: EJ065906

PUBLICATION DATE: NOV 72

TITLE: WHERE ARE THE MEXICAN AMERICANS? A TEXTBOOK OMISSION OVERDUE FOR REVISION

PERSONAL AUTHOR: HOFFMAN, ABRAHAM

DESCRIPTOR: COMPARATIVE ANALYSIS; *HISTORY; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; MINORITY GROUPS; SPANISH AMERICANS; *TEXTBOOK BIAS; *TEXTBOOK CONTENT

JOURNAL CITATION: HISTORY TEACHER; 6; 1; 143-150

ACCESSION NUMBER: EJ065947

PUBLICATION DATE: SUM 72

TITLE: EVALUATING CARRASCOLENDAS: A TELEVISION SERIES FOR MEXICAN-AMERICAN CHILDREN

PERSONAL AUTHOR: WILLIAMS, FREDERICK; NATALICIO, DIANA S.

DESCRIPTOR: *EDUCATIONAL TELEVISION; *LANGUAGE SKILLS; *MEXICAN AMERICANS; PRIMARY EDUCATION; PROGRAM EVALUATION

JOURNAL CITATION: JOURNAL OF BROADCASTING; 16; 3; 299-309

ACCESSION NUMBER: EJ066434

PUBLICATION DATE: OCT 72

TITLE: ACHIEVEMENT AS A FUNCTION OF LANGUAGE COMPETENCE, BEHAVIOR ADJUSTMENT, AND SEX IN YOUNG, DISADVANTAGED MEXICAN-AMERICAN CHILDREN

PERSONAL AUTHOR: STEDMAN, JAMES M.; ADAMS, RUSSELL L.

DESCRIPTOR: *ACHIEVEMENT; INDIVIDUAL CHARACTERISTICS; *LANGUAGE ABILITY; *MEXICAN AMERICANS; *PREDICTIVE MEASUREMENT; PREDICTOR VARIABLES; SEX (CHARACTERISTICS); *STUDENT ADJUSTMENT; TABLES (DATA)

IDENTIFIER: HEAD START

MEASURES OF STUDENT ADJUSTMENT CONSTITUTED THE STRONGEST PREDICTOR OF LANGUAGE ACHIEVEMENT. (AUTHORS)

JOURNAL CITATION: JOURNAL OF EDUCATIONAL PSYCHOLOGY; 63; 5; 411-7

ACCESSION NUMBER: EJ066512

PUBLICATION DATE: NOV-DEC 72

TITLE: EQUALITY FOR SPANISH-SURNAMED STUDENTS

PERSONAL AUTHOR: POTTINGER, J. STANLEY

DESCRIPTOR: ABILITY GROUPING; *CIVIL RIGHTS; *EDUCATIONAL OPPORTUNITIES; EQUAL EDUCATION; *LAW ENFORCEMENT; *MINORITY GROUP CHILDREN; *SPANISH SPEAKING; STUDENT GROUPING

IDENTIFIER: DEPARTMENT OF HEALTH EDUCATION AND WELFARE; OFFICE OF CIVIL RIGHTS

THE TEXT OF A STATEMENT BY THE DIRECTOR, OFFICE OF CIVIL RIGHTS, H.E.W., SUBMITTED TO THE CIVIL RIGHTS OVERSIGHT SUBCOMMITTEE OF THE HOUSE COMMITTEE ON THE JUDICIARY, JUNE 14, 1972. (AUTHOR/JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 10; 6; 48-53

ACCESSION NUMBER: EJ066867

PUBLICATION DATE: OCT-NOV 72

TITLE: LA ENSENANZA BILINGUE Y BICULTURAL ES UNA OBLIGACION MORAL Y UN DEBER DE CULTURA (TEACHING BILINGUALISM AND BICULTURALISM IS A CULTURE'S OBLIGATION)

DESCRIPTOR: *BICULTURALISM; BILINGUAL STUDENTS; *BILINGUALISM; ENGLISH (SECOND LANGUAGE); *LANGUAGE INSTRUCTION; MINORITY GROUPS; *SPANISH SPEAKING

IDENTIFIER: BILINGUAL PROGRAMS

SUPPORTS BILINGUAL PROGRAMS IN THE U.S. FOR SPANISH-SPEAKING STUDENTS (DS)

JOURNAL CITATION: YELMO; 8; 3-4

ACCESSION NUMBER: EJ066875

PUBLICATION DATE: OCT-NOV 72

TITLE: POLITICAS Y REALIDES DE LA EDUCACION BILINGUE EN NORTEAMERICA (POLITICS AND REALITIES OF BILINGUAL EDUCATION IN THE UNITED STATES)

PERSONAL AUTHOR: BADILLO, HERMAN

DESCRIPTOR: ANGLO AMERICANS; *BILINGUAL STUDENTS; *BILINGUALISM; MINORITY GROUPS; POLITICAL ATTITUDES; PUERTO RICANS; *SPANISH SPEAKING

IDENTIFIER: *BILINGUAL PROGRAMS

JOURNAL CITATION: YELMO; 8; 38-40

ACCESSION NUMBER: EJ066922

PUBLICATION DATE: NOV-DEC 72

TITLE: LEARNING CHARACTERISTICS IN FOUR ETHNIC GROUPS

PERSONAL AUTHOR: KEE, DANIEL W.

DESCRIPTOR: CAUCASIAN STUDENTS; CHINESE AMERICANS; *DISADVANTAGED YOUTH; *ELEMENTARY SCHOOL STUDENTS; *ETHNIC GROUPS; *LEARNING CHARACTERISTICS; NEGRO STUDENTS; PAIRED ASSOCIATE LEARNING; SPANISH SPEAKING

IDENTIFIER: *CALIFORNIA

REPORTS A STUDY COMPARING THE EFFICIENCY IN PAIRED ASSOCIATE LEARNING OF SECOND GRADE CHILDREN FROM FOUR ETHNIC GROUPS: BLACK, WHITE, CHINESE-AMERICAN, AND SPANISH-AMERICAN. (JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 10; 6; 29-32

ACCESSION NUMBER: EJ067312

PUBLICATION DATE: 72

TITLE: TEACHING ABOUT LIFE IN THE CITY. III. REFLECTIONS ON URBAN LIFE

PERSONAL AUTHOR: SALAS, JESUS

DESCRIPTOR: ADJUSTMENT (TO ENVIRONMENT); CULTURAL ISOLATION; *ETHNIC GROUPS; *IDENTIFICATION (PSYCHOLOGICAL); MINORITY GROUPS; SOCIAL ISOLATION; SOCIAL PROBLEMS; *SOCIAL STUDIES; *SPANISH AMERICANS; *URBAN ENVIRONMENT

JOURNAL CITATION: NATIONAL COUNCIL FOR THE SOCIAL STUDIES YEARBOOK; 42; 61-73

ACCESSION NUMBER: EJ067324

PUBLICATION DATE: DEC 72

TITLE: TEACHING THE HISTORY AND CULTURE OF THE MEXICAN AMERICAN IN SOCIAL STUDIES

PERSONAL AUTHOR: PSENCIK, LEROY F.

DESCRIPTOR: ANNOTATED BIBLIOGRAPHIES; CURRICULUM DEVELOPMENT; *HISTORY INSTRUCTION; INTERMEDIATE GRADES; LITERATURE REVIEWS; *MEXICAN AMERICAN HISTORY; RESOURCE GUIDES; SECONDARY GRADES; *SOCIAL STUDIES; *SPANISH CULTURE; *TEACHING

GENERAL REFERENCES, CURRICULAR REFERENCES, TEXTBOOK AND SUPPLEMENTARY REFERENCES PROVIDE THE SOCIAL STUDIES TEACHER SUGGESTIONS FOR MATERIALS TO BE USED IN AN INTEGRATED APPROACH TO TEACHING THE HISTORY AND CULTURE OF THE MEXICAN AMERICAN. (SHM)

JOURNAL CITATION: SOCIAL STUDIES; 63; 7; 307-311

ACCESSION NUMBER: EJ067351

PUBLICATION DATE: OCT 72

TITLE: MEXICAN-AMERICAN GROUP COHESIVENESS AND ACADEMIC ACHIEVEMENT

PERSONAL AUTHOR: MANASTER, GUY J.; KING, MARC

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; GRADE POINT AVERAGE; GROUP STATUS; *GROUP UNITY; *JUNIOR HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; MINORITY GROUPS; RESEARCH METHODOLOGY; SCHOOL SURVEYS; *STATISTICAL ANALYSIS

REPORTS A STUDY ATTEMPTING TO TEST THE HYPOTHESIS THAT MEXICAN-AMERICAN STUDENTS' CLIQUISHNESS IS RELATED TO THEIR MINORITY STATUS, AND THAT THIS MAY BE TESTED IN SCHOOLS BY COMPARING VARIANCE IN ACHIEVEMENT. (AUTHOR/JM)

JOURNAL CITATION: URBAN EDUCATION; 7; 3; 215-234

ACCESSION NUMBER: EJ067399

PUBLICATION DATE: NOV 72

TITLE: BARRIO TEST OF VERBAL ABILITIES (FORM A)

PERSONAL AUTHOR: OLIVEIRA, ARNULFO L.

DESCRIPTOR: *INTELLIGENCE TESTS; LANGUAGE TESTS; *MEXICAN AMERICANS; *VERBAL TESTS

ARTICLE CONTAINS A NEW INTELLIGENCE TEST DEVELOPED FOR USE BY TEACHERS AND ADMINISTRATORS WHO ARE OR WILL BE WORKING WITH SPANISH-SPEAKING PUPILS IN THE TEXAS RIO GRANDE VALLEY. (EDITOR/GB)

JOURNAL CITATION: EDUCATIONAL LEADERSHIP; 30; 2; 169-70

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